

**TEACHING AND LEARNING SPEAKING BY USING SMALL GROUP
DISCUSSION METHOD AT THE FIRST SEMESTER OF
THE ELEVENTH GRADE OF MA MA'ARIF I BUMI
MULYA PAKUAN RATU WAY KANAN
IN 2017/2018 ACADEMIC YEAR**

(A Thesis)

Submitted as a Partial Fulfillment of
The Requirements for S-1 Degree

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LAMPUNG
2017/2018**

ABSTRACT

TEACHING AND LEARNING SPEAKING BY USING SMALL GROUP DISCUSSION METHOD AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF MA MA'ARIF I BUMI MULYA PAKUAN RATU WAY KANAN IN 2017/2018 ACADEMIC YEAR

By: Hendra Wahyudi

Speaking does to express the meaning in conversation. It will influence the meaning which received when the speaker did the mistake in speaking. The speaker has to choose the appropriate words in speaking to make someone understand the meaning. Teaching and learning speaking by using small group discussion at the first semester of the eleventh grade in the class was the research object.

The subjects of this research were eleventh grade students of MA 1 Bumi Mulya Kecamatan Pakuan Ratu Kabupaten Way Kanan and the English teacher. The data was gotten by them, started from interview to the teacher to get the information about the teacher's problems, teaching and learning process, and student's problem. Then observe the teaching and learning process in the class, and give the questionnaire to students to get the data to know the information deeply. Triangulation of method was used to make the data become valid; those were observation, interview, and questionnaire.

Based on the data analysis, the conclusions were found that shown that, first, teaching and learning speaking by using small group discussion occurred unwell because there were some steps lost. Second the teacher's problem was English teacher it selves. Third the students' problem was students difficult to learn and understand about speaking lesson.

Keyword: Speaking, small group discussion method, taking the data , results of the research.



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
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A thesis entitled: **TEACHING AND LEARNING SPEAKING BY USING SMALL GROUP DISCUSSION METHOD AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF MA MA'ARIF I BUMI MULYA PAKUAN RATU WAY KANAN IN 2017/2018 ACADEMIC YEAR**, by: **HENDRA WAHYUDI, NPM:1211040046**, Study Program: English Education, was tested and defended in the examination session held on April 12th 2018

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DECLARATION

I hereby certify this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

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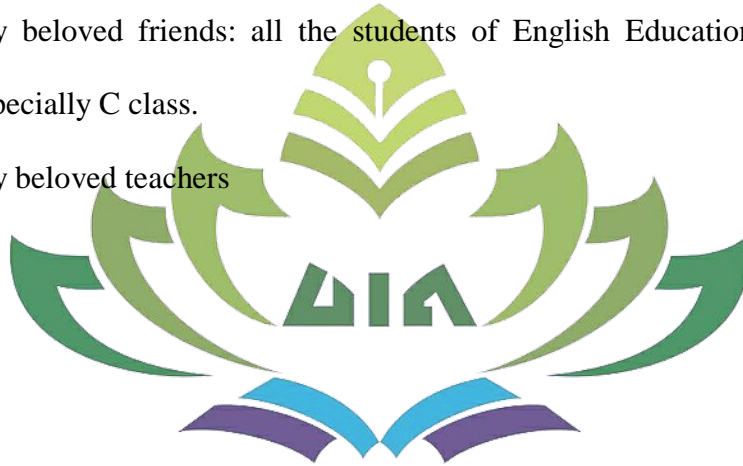
Hendra Wahyudi



DEDICATION

This thesis is dedicated to:

1. My beloved parents Mister. Kirwanto, and Miss. Sulastri who keep praying and giving motivation for my life.
2. My beloved brothers and sister: Dedi Irawan, Ahmad Yusuf and Lilis Sridarwati, who always support and cheer me up until the completion of the thesis.
3. My beloved friends: all the students of English Education Study Program especially C class.
4. My beloved teachers



MOTTO

يَتَأَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

*“O ye who believe fear Allah, and (always) say a word directed to the right!
(Q.S. Al-Ahzab: 70).”¹*



¹ Abdullah Yusuf ‘Ali, *The Meaning of The Holy Qur’an*, Amana Publication, Maryland, 10th edition, 1999,p.1079

CURRICULUM VITAE

Hendra Wahyudi was born in Bhakti Negara Lampung Way Kanan, on August 15 1992. He is the third of four children of Kirwanto and Sulastri. He has two brothers named Dedi Irawan and Ahmad Yusuf and has one sister named Lilis Sridarwati. He started his study at Elementary School of SDN Raman Endra and changed to MIS Sabilusaadah Way Kanan finished 2006. After finishing his study at elementary school, He continued his study at Islamic Junior High School of MTs Ma'arif I Bumi Mulya Pakuan Ratu Way Kanan and graduated in 2009. Then, he continued in Islamic senior high school of MA Ma'arif 1 Bumi Mulya pakuan Ratu Way Kanan and graduated in 2012. After that, in 2012 he continued in UIN Raden Intan Lampung and took English Education Study Program of Tarbiyah and Teacher Training Faculty. During studying at UIN Raden Intan Lampung, He followed organization of Student Activity Unit of Scout Organization and BAPINDA organization of the state University of Raden Intan Lampung.

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Any corrections, comments, and critics for the betterment of this thesis are always received.

Bandar Lampung, April 2018

Hendra Wahyudi



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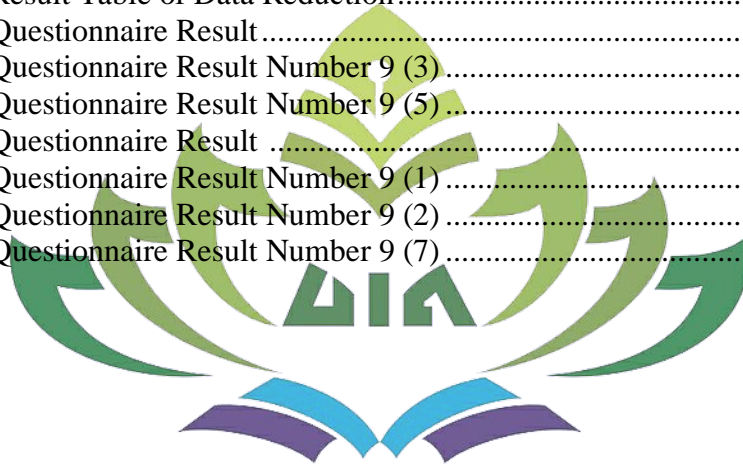
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CHAPTER I INTRODUCTION

A. Background of The Problem

English has four skills to learn; they are listening, speaking, reading dan writing. The four skills have relevance among ones and another, not only among those skills but also have dependability with social life. There is one skill in English that have an influence in social life,

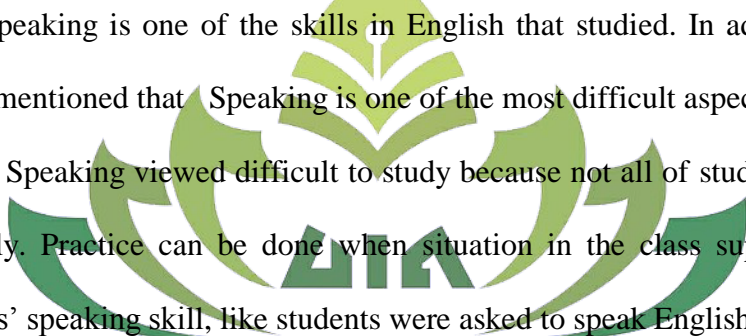
it skill is speaking. Speaking is one of the four English language skills. If students want to speak English fluently, as Harmer says in Kim tafsiroh's book they (learners) have to be able to pronounce correctly.¹

Speaking as the part of English language has the influence that paramount importance. It faced when someone gave the statement or message to other, when someone gave something in oral activity they have to understand about what they are saying such as meaning must be understood. Moreover in English learning they have to master the aspect, like pronouncing that have to appropriate with the word.

Hefferin stated, "Basic course or general education students need speaking and listening skills that will help them succeed in future courses and on the job.

¹Kimtafsirohet.al. *Teaching Speaking* (Jakarta: MGMP Bahasa Inggris,2009), p. 2.

They need to be able to construct and deliver messages and listen with literal and critical comprehension.”² Based on statement explained basic course in learning English is speaking, not only in English, learning in Indonesian language talking the words truly is needed. Because if students learn about language they learn about meaning of each words. If students can master the speaking skill in each language learning, speaking will help them to communicate truly and will not make the misunderstanding about the meaning.



Speaking is one of the skills in English that studied. In addition there was theory mentioned that Speaking is one of the most difficult aspects for students to master. Speaking viewed difficult to study because not all of students can practice routinely. Practice can be done when situation in the class supports to increase students' speaking skill, like students were asked to speak English by the teacher.

Louma stated that Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.³ Based on that statement researcher can pull the explanation that speaking is a part that paramount importance to know to students, comprehension and mastery of that skill will influence an information that accepted the other. Therefore, that statement strengthen that speaking skill has to emphasize to study for student.

²Deborah Hefferin, *Speaking and Listening Competencies for College Students*, Copyright © 1998 by the National Communication Association; all rights reserved

³Sari Luoma. *Assessing Speaking*. (California. Cambridge University Press: 2001), p.1.

Students have the ability to master the speaking skill when they do practice in front class in learning process.

In teaching speaking there were many methods and techniques that use to make speaking easier to students. The learning activities which engage communication activity can increase students' speaking skill. Furthermore, Elizabeth Grugeon said, "The *National Curriculum*, in which Speaking and Listening represents at herd of the Programs of Study for English, has introduced both 'Group discussion and interaction' and 'Drama' under the heading 'Knowledge, Skills and Understanding, thus underpinning the more detailed prescription of the NLS."⁴ Based on theory above that group discussion is one program which represented in study for English.

Group discussion was larger then small group discussion. Group discussion conducted should have the goal in teaching and learning process, currently to increase the students' skills. There is little diffirence with small group dicussion somes argues mentioned that group discussion is using large class, whereas small group discussion uses small group which set from large class to small group.

Based on theory above, group discussion was represented to speaking skill, it should have the reasons, such as increase the students' speaking skill. In group

⁴Elizabeth grugeon. At., al., *Teaching Speaking & Listening In The Premary School*, (London. David Fulthon publishers: 2005), p. 2

discussion, especially in small group discussion needs attention from teacher to make all students participate to convey their opinion in discussion.

Brewer said, “Small Group Discussion serve intellectual, emotional and social purpose. Intellectually, discussion helps participants become aware of the diversity of opinions on issues. This is good because it helps them to think about all the possibilities. The participants must discern the difference between fact and opinion.”⁵

Theory above gave the proof that small group discussion was very helpful. Small group discussion can be enhanced their ability in lesson, and that paramount importance, students can be practiced in front other and convey their argument in discussion. Through small group discussion, they can discuss the topic or material, students can differentiate between fact and opinion.

Based on preliminary research, the data from students, it shown 96,88% students rarely use English language in teaching and learning process. There were some factors that influenced students’ speaking, such as the students difficult to practice speaking English and the students feel bored, those reasons occurred because teacher used uninteresting method.⁶ They assumed speaking was difficult subject and never be used in learning process. Those factors made their ability in speaking unwell. From explanation above, the problem was very complex.

⁵Ernest W. Brower, *13 Proven Ways to Get Your Message Across*, (United State of America, Corwin Press, Inc: 1997), p. 23.

⁶Students, interview with researcher, MA Ma’arif I Bumi Mulya Kecamatan Pakuan Ratu Kabupaten Way Kanan, Monday, 07:45 am.

Based on the interview to English teacher on January 9th 2017. Lailatul Izza said that students weren't interested in English lesson yet. Students just interested with some parts of English material. In every teaching and learning process they did not give the good feedback, they assumed that teacher is only main source in learning, the case shown, when learned English students did not carry English book and some of them did not have a dictionary. In addition, they were not active in learning, especially when teacher explained in English, because they did not understand what teacher said or when teacher asked them to speak English.

Based on preliminary research in MA Ma'arif I Bumi Mulya Pakuan Ratu Way Kanan got the data about percentage of eleventh grade's score, the table as follow:




Table 1
Percentage Score of the Eleventh Grade

No	Class	Score	Students	Percentage
1	XI	< 72	17	53.125 %
		≥ 72	15	46.875%
Total			32	100 %

Source: The students' score in MA Ma'arif I Bumi Mulya Kecamatan Pakuan Ratu Kabupaten Way Kanan 2017

Based on the data above there were some students who did not get the high score up to KKM. KKM that established was 72. Students passed the examination when they achieved that KKM score or more than KKM. There were 17 students who got the score under KKM and there were 15 students who got the score above the KKM. This case shown there was problem happened in eleventh grade at MA

Ma'arif 1 Bumi Mulya kecamatan Pakuan Ratu Kabupaten Way Kanan. It meant that they need to study hard to reach the score.

In addition, the data about Small Group Discussion had been used in the eleventh grade students of MA Ma'arif I Bumi Mulya. Lailatul Izza, S. Pd. I as English teacher stated that she used the Small Group Discussion in every class, because the speaking practice in that school was not emphasized. That case made the students felt difficult to speak up in front of class.⁷

There were many methods in learning which can be used in teaching and learning process. Based on theory explained, small group discussion method successful to increase the students' speaking skill. If the result of the students' score was low might be something wrong in applying the method. From this case, the researcher found some problems in teaching and learning process. Might be the problems about students' learning activity and how way the teacher tough using small group discussion method. Those reasons which interested to find the real problem and do the research in MA Ma'arif I Bumi Mulya Kecamatan Pakuan Ratu Kabupaten Way Kanan.

The research is to know the teaching and learning process at MA Ma'arif I Bumi Mulya which in the end this thesis can be used in teaching and learning process. Therefore, the research was done in order to reveal the teaching and

⁷LailatulIzzati, Interview with researcher, MA Ma'arif I Bumi Mulya Kecamatan Pakuan Ratu Kabupaten Way Kanan

learning speaking by using small group discussion method at the first semester of eleventh grade of MA Ma'arif I Bumi Mulya Kecamatan Pakuan Ratu Kabupaten Way Kanan.”

B. Identification of the Problem

Based on the research background, the researcher identified that:

1. Students found the difficulties to speak in front of class.
2. Students rarely spoke English in learning process.
3. Students were not interested the lesson.

C. Limitation of the Problem

In this research, the limitation of the problem was focused and emphasized the research of the teaching process of speaking by using small group discussion, teacher's problem and students' problem in teaching and learning speaking by using Small group discussion in the first semester of the eleventh grade of MA Ma'arif I Bumi Mulya kecamatan Pakuan Ratu Kabupaten Way Kanan in academic year 2017/2018.

D. Formulation of the problem

Based on the limitation above, this research was formulated the problem as follows:

1. How was the process of teaching speaking by using small group discussion at the first semester of the eleventh grades of MA Ma'arif I Bumi Mulya in the academic year of 2017/2018?

2. What were the students' problems in teaching speaking by using small group discussion at the first semester of the eleventh grade of MA Ma'arif I Bumi Mulya in academic year of 2017/2018?
3. What were the teacher's problems in applying small group discussion to the first semester of the eleventh grade of MA Ma'arif I Bumi Mulya in academic year of 2017/2018?

E. Objective of the Research

The objective of this research are to reveal :

1. To know the process of teaching speaking by using small group discussion at the first semester of the eleventh grade of MA Ma'arif 1 Bumi Mulya in academic year of 2017/2018?
2. To know students' problem in teaching speaking by using Small group discussion at the first semester of the eleventh grades of MA Maarif 1 Bumi Mulya in academic year of 2017/2018?
3. To know the teacher's problem in applying Small Group Discussion in learning speaking at the first semester of the eleventh grade of MA Ma'arif 1 Bumi Mulya in academic year of 2017/2018?

F. Uses of the Research

This research is expected to be useful:

1. Theoretical Contribution:

- a. The result of the research can be used as an input in English teaching and learning process especially in teaching speaking.
- b. The result of the research can be used as the reference for those who want to conduct a research in English teaching speaking process.

2. Practical contribution:

- a. The result of the research will be useful both for student and teacher to reduce the problem in the teaching speaking.
- b. Other teachers can adopt this method.

G. Scope of the Research

1. Subject of the research

The subject in this research were English teacher and the students of the eleventh grade of MA 1 Bumi Mulya in academic year of 2017/2018

2. Object of the Research

Object of the research was the teaching speaking by using small group discussion.

3. Place of the Research

The research was conducted at MA Ma'arif 1 Bumi Mulya Kecamatan Pakuan Ratu Kabupaten Way Kanan.

4. Time of the Research

The research was conducted at the first semester in the 2017/2018 academic year.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as Foreign Language

Language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners acquire the language (learning theories).¹ In learning English as a foreign language, it is very difficult because it has different characteristic from our mother tongue, although students have studied it for a long time but their English ability is still low not only in writing, reading, listening but also in speaking. It means that the teachers are urged to repair their teaching method. The teacher has responsibility to make condition to be conducive by giving assignment, stimulus, guidance, direction, and also support his/her students in the teaching learning process.

In learning English students are not only hoped to be able to use language, but also to receive and get information. And in teaching and learning process, the material should be arranged carefully. The material has to be arranged based on the students' need, desire and ability. It means that the teacher has to prepare the material as well as possible before teaching-learning process. The teacher is urged to be creative in order to their students get the point easily. It is paramount

¹Bambang Ag Setiyadi, *Teaching English As a Foreign Language*, Yogyakarta: Graha Ilmu, 2016), P.20.

important for students who learn foreign language. To get the best result in teaching English, the students should be given more opportunities to apply the language by giving them practice in listening, reading, writing and writing.

According to Boey (in Aprilia), the purpose of teaching foreign language is enable the students to use the language to communication.² It means that, in learning English the teacher does not only give the students theory about English but also he/she has time for practicing in their communication whether written or spoken through English language instruction. To achieve the target, the English teacher should be able to motivate the students in the classroom. According to Brown, teaching is showing or helping someone to learn how to do something.³ It means that teaching is given instruction, guiding in studying something, providing with knowledge and causing understanding.

Broughton stated, "So far we have been considering English as a second language. But in the rest of the world, English is a foreign language. It is taught in schools, often widely, but it does not play an essential role in national or social life."⁴ As long as someone knows that English as the international language but not all of world is not using English as the daily language. This statement show

²Aprilia Nuri, *An Analysis of Language Mechanical Error in Paragraph Writing*, (IAIN Lampung : unpublished Thesis), p.8

³BrownH. Douglas, *Teaching Principle of Language Learning and Teaching*,(Angle Cliffs,N.J. Pretice-Han, 1980), p.5.

⁴Geoffrey Broughton, et. al. *Teaching English as a Foreign Language* (London and New York: Francis e-Library, 2003), P.6

because any country in the world is being the English as the second language instead there is a country that uses English as the foreign language.

Based on the statement above, It explained that English as the foreign language taught in school. That statement shows that English is importance lesson to study, in the some country, such us Indonesia becomes English as the foreign language always learns in the school but it is not being the main language in environment. Because in an Indonesia becomes English as the foreign language.

B. Concept of Teaching and Learning

Teaching can be defined providing opportunities for students to learn. However, students may not always learn what the teacher intend to teach about, and some time they may also learn notions which the teacher do not intend them to learn.⁵ From that theory teaching gave the opportunity for students to learn. Because in teaching process students can improve their knowledge in class and teacher as the center of the learning must be guided the material so that not be lost from guideline.

In every learning and teaching process there is material that conveyed by teacher. In the material it sure has the point has to accept by students, in half of time may also students can imagine that material has relation with other subject. In this case, the students were given opportunity to explore their knowledge.

⁵ George Brown, *Effective Teaching in Higher Education*, (New York, 2002), p. 2.

Roger said in Exley and Dennick's book that stressed that teaching is essentially a relationship and PBL (problem based learning) need to be particularly aware of this knowledge and reflect on its effects on themselves.⁶ From that statement researcher argued, appropriate with Roger's statement. Teaching was essentially, because teaching will be influenced to solve the problem based learning (PBL) in teaching and learning process.

Whereas, PBL (problem Based Learning) is also very importance to discuss. Problem is a question to be considered, solved or answer.⁷ Researcher understood that problem has to solve or find the answer, what the solution for that problem. Through teaching the problem will be found the answer, what the weakness of the learning process. Truly, teaching and PBL had been relationship, problem in learning process will be solved when teaching conducted.

Broughton stated, "About teaching technique in foreign language teaching, pronunciation is the one where it is generally agreed that imitation is the essence of the learning process. Some people are better at imitation than others, but one thing is clear: in order to imitate correctly one must have heard correctly what is to be imitated."⁸ That statement appointed to teacher became the facilitator and

⁶ Kate Exley and Reg Dennick, *Small Group Teaching Tutorial, Seminar and Beyond*, (New York: Taylor and Francis e- Library, 2004), p.88.

⁷ <http://www.thefreedictionary.com/problem>. accessed on Thursday 13:25

⁸ Geoffrey Broughton et al., *Op. Cit.* p. 58.

controller in teaching and learning process, they have to give the best material, because the true material will be imitated by the student in learning.

Learning is about how we perceive and understand the world, about making meaning. But ‘learning’ is not a single thing; it may involve mastering abstract principles, understanding proofs, remembering factual information, acquiring methods, techniques and approaches, recognition, reasoning, debating ideas, or developing behavior appropriate to specific situations; it is about change.⁹

It can be assumed that learning have to understand by the students who involved the world as the thing which many information and knowledge placed. In learning many things have to understand, like the things had been shown such as remembering factual information, understanding the proofs, all of them exist in learning. Therefore, students will be received those things when they learned something and will be made students more understand the material.

Whereas, Gallagher and Reynolds Stated that Learning is “student-centered” because the students are given the freedom to study those topics that interest them the most and to determine how they want to study them. Students should identify

⁹Roudledge, *A Handbook for Teaching and Learning in Higher Education*, (New York: Taylor & Francis e-Library,2009), p. 8.

their learning needs, help plan classes, lead class discussions, and assess their own work and their classmates' work.¹⁰

Based on the theory above, it can be assumed that learning is statement becomes the learner as the center in leaning. Students were given the freedom to learn many topics which they pleased. The teacher has to understand with this case because learner as the center of the learning. Teacher must be known about factual information that approximate students will interest with that topic to learn.

C. Concept of Speaking

Thornbury said that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of word a day. Although some people like auctioneers or politicians may produce even more than that.¹¹ Therefore, speaking is one of someone ability in producing of words in daily life.

Speaking is an important role in human life. Florez stated that speaking is a key to communication.¹² Many ways to give the information such as use the gesture, written, and oral activity, but not all ones can use gesture and write to deliver their idea. Through speaking, someone can deliver their idea as appropriate with their expectation. In addition, Shumin stated that speaking is one of the

¹⁰CTL, *Speaking Of Teaching, Speaking of Teaching Winter 2001* produced quarterly by the Center for Teaching and Learning. p. 1.

¹¹ Scott Thornbury, *how to teach speaking*, (US: Longman, 2001), p. 1.

¹² Marry Ann Cunningham Florez, *Improving Adult English Language Learners' Speaking Skill*, (New York: National Clearinghouse for ESL Literacy Education, 1999), p.6.

central elements of communication.¹³Speaking become central of communication, it meant all of information which deliver can be gotten by speaking.

Speaking is one of the four language skills. If students want to speak English fluently, as Harmer said (in Kim) they have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation.¹⁴In English there was one skill become the home work for each students, it was speaking. Based on the theory above explained that speaking was one skill that difficult to master, if students want to master it they must be able to pronounce some words or sentences correctly.

In humans environment cannot live their language as the tool to communicate. Comprehension in pronounce the word would be influenced the meaning that receive by other. Researcher could be described in teaching and learning process, teacher or students do mistake in speaking, it will make the information conveyed difficult to understand and make the teaching and learning process will not affective. Speaking was one skill that difficult to master, the students only need practice every learning. When they spoke routinely in learning process they will know about their weakness in pronouncing their own words.

¹³ Jack C. Ricard and Willy A. Renandya, *Methodology in Language Teaching: an Antropology of Current Practice*. (new York: Cambridge University Press, 2002), p. 210.

¹⁴ Kimtafsiroh at.al, *Teaching Speaking*, (Jakarta: 2009). p.3.

D. Characteristic of Speaking Activities

There were some characteristics that show speaking will be successful in learning and teaching process, those characteristics as follows:

- a) Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk to pauses.
- b) Participant is even. The classroom is not dominated by minority of talk active participants: all get a chance to speak, and contributions are fairly evenly distributed. But not all of the school that serve the class which in it there are students active in speaking.
- c) Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective. In this case, character of the teacher is need. Because in teaching and learning process that hold the class is him/ her. Related with this case, teacher have to choose and consider the topic or material in teaching and learning process that make students feel interesting with the topic, it will motivate students to study and contribute in learning totally.

d) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.¹⁵

It means the material need contribution of student and must be have suitability with their experiences. Avoid the material that higher because language in each lesson level will be influenced the vocabulary that need. Not all students have the good speaking, therefore the teacher has to more selective chosen the material that appropriate with the syllabus or distinguish the class which is appropriate with students' level.

E. Concept of Teaching and Learning Speaking

As Harmer stated, "In classroom, a major part of teacher's job is to expose students to language so that they can use it later."¹⁶ It meant that the teacher encourages the students to explore themselves to develop speaking ability. It can be practiced by trying to interact with other in class. In this case teacher has been taken the part in teaching and learning process from give the interest topics are being the material in learning or give the support students to speak English in the class. Therefore, students can be gotten the goals that English is target language.

¹⁵Penny Ur, *A course In language Teaching*, (New YorkCambridge University press: 1996), p. 120.

¹⁶ . Jeremy harmer, *The Practice of English Language Teaching*, (Singapore: Longman group UK limited. 1991),p. 53.

There were three key elements to remember when planning and setting up speaking activities:

1. Language used
2. Preparation
3. Why are the students speaking?

a) Language

When planning any speaking activity with students, analyze carefully the language they will be using to carry out the activity. If you use an activity from an EFL book, you will probably find comments on the language. If not, think about what you would say yourself when doing the activity and consider whether your students have learnt the language items yet. Don't make any assumptions about students' knowledge. Spend some time in class reviewing the language that will be used. If students don't have the language required to carry out the task, the results will be motivation and frustration. Students might even resort to doing the task in their own language. Of course, you can work on the language in one lesson and review it very quickly in the following lesson before doing the speaking work.

b) Preparation

Preparation is vital as it will help students to speak more easily. One aspect of preparation is warming students up to the subject matter. If they are to communicate well, it's important to engage them in the topic.

This can be done by checking their prior knowledge and experience of the topic; e.g. if the speaking task is based on driving in big cities, ask them about their experiences of driving in big cities, what they think about it, do they have any anecdotes or unpleasant experiences they could share with the class? And so on. This phase can also be used to introduce vocabulary.

It's also important to give students time to prepare what they are going to say and how they're going to say it. This preparation can be done in pairs or groups. Give them time to consider their ideas and think about the language they will use. They can also do mini-rehearsals, which will build up their confidence and improve the end result.

c) **Reason for speaking**

Students need to feel that there is a real reason for speaking. This is often referred to as the communicative element. Make sure there is a reason for speaking; i.e. that the students are communicating something the others don't know or that the others would like to hear about. Examples of tasks involving real communication include: information gap, tasks involving an element of persuasion, problem solving and role play (see examples below). Finally, as with all aspects of teaching, it is important to introduce variety and to choose topics that you think will interest your students.

Teaching English is one of the ways that can be used in order the learners to understand about meaning of communication in real situation, and it needs a lot of practices and guidance to master it. It also needs partner to practice speaking, “in the communicative model of language teaching, instructors help their students for this body of knowledge by providing authentic practice that prepare students for real life communication situation. They help their students develop the ability to produce grammatically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is comprehensible) pronunciation.”¹⁷

According to Setiyadi, “in teaching speaking which have to attend is the process of teaching and when the teacher taught their students. He stated that language learners begin to speak in the target language by producing one or two words; they often begin to speak by responding to yes/ no question.”¹⁸

Brown stated that the procedures of teaching speaking are:

1. Pre teaching

Arouse student's interest in planning task.

2. While teaching

- a. Setup the initial pair work and give the students five to ten minutes to discuss, add to, or modify the list of suggestions.

¹⁷ Http: www.Nclrc.org/essentials/speaking/spandex.Html. Accessed on Wednesday 13 April 2017.

¹⁸Bambang AgSetiyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 174.

b. When the initial discussion is over, you should facilitate the setting up of groups. Allows the group a maximum of twenty minutes to complete the planning task.

3. Post teaching

Chair the report back session in which each group presents its suggestions. Make posters available to help the groups present their ideas.¹⁹ As the teacher those steps in teaching speaking is paramount importance to get the maximal goal in learning. Because in teaching and learning process consist many aim in it especially in teaching speaking, mastered the speaking ability and pronunciation correctly are being the target in learning at least students brave to speaking whit others in class.

F. The Problem in Teaching and Learning Speaking

The conditon in the has to support the teaching and learning activities. Many things will happend in the class, it can be increased students' skill or it will make the students' skill less then their skill before. These are some problem in teaching and learning speaking in the class.

1. Problem in Teaching Speaking

Teaching speaking is essential, especially for understanding English in the class. However, there are obstacles faced by the teacher in teaching speaking.

¹⁹H. Douglas brown, *Teaching by principle an interactive approach to language pedagogy*, (San Francisco: California. 2000), p. 278.

- a. Students will not talk or say anything

It can be solved by arranging the classroom desks differently, in groups instead of lines. Giving positive feedback also helps to encourage and relax shy students to speak more.

- b. When students work in pairs or groups they just end up chatting in their own language.
- c. When all the students speak together it gets too noisy and out of hand and lose control of the classroom.²⁰

Those obstacles were happened in teaching speaking. It meant the problem that had to solve was the teacher. The teacher must be active to ask the students to speak English, although simple answer (yes/no), when the students did in the groups the teacher had to control by walking to see the process in learning, and give the instruction to speak regularly or appoint the group to show their argument.

According to Ur, there were solutions to speaking problems as follows:

- a. Group Work, working in the groups also lower the inhibitions of shy students who are not comfortable speaking in front of the whole class.
- b. Easy Language, simple language can make the students easier to speak for longer without hesitation and gives them a sense of accomplishment.

²⁰ Alan Malay, Classroom Problems in Teacher British Council, available on: [http:// www. TeachingEnglish.org.uk/article/teachingSpeaking-skills-2-overcoming-classroom - problem.Elt.Caracas.2004](http://www.TeachingEnglish.org.uk/article/teachingSpeaking-skills-2-overcoming-classroom-problem.Elt.Caracas.2004), accessed on July 19th 2017.

- c. Interesting Topic, topics which give to discuss will interest the students' passion to speak in the class.
- d. Clear Guideline, feedback reveals the result of the discussion and motivates each student to follow the guidelines.
- e. English Monitor, a monitor can be appointed to each group to remind students' speaking their mother tongue to switch back to English.²¹

Based on the explanation above, the researcher assumes, actually the problem in the teaching speaking was faced. It has shown in some theories, teacher has to know about this condition, so that teacher can prepare the lesson, what the class teacher wants, and where teacher teaches.

2. Students' Problem In Good Speaking Activities

Teaching and learning speaking were paramount importance to increase the students' ability. There were some factors that make that skill difficult to master. Those are follows:

- a. Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience learners are often inhibited about trying to say things in a foreign language in the classroom worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

²¹ Penny Ur, *A Course In Language Teaching* (United Kingdom: Cambridge University Press,1996), p.120.

- b. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- c. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
- d. Mother-tongue use. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less' exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes- particularly the less disciplined or motivated ones- to keep to the target language.²²

It can be assumed that problems above were very difficult to solve. Those reasons were because the learners were not native speaker, but this case had been occurred because the base of the learner was low, such as inhibition, low or uneven participation and mother tongue.

²²*Ibid*, p. 121.

G. Concept of Discussion Method

Discussion allows for interchange of ideas within the context of a group under the direction of a presenter.²³ Based on that theory, it understood that in discussion activity, students may interchange the ideas to other during under the direction of the presenter. That activity did to make the discussion appropriate whit the role and to make the material does not out. New ideas can be evaluated and tested using the discussion method.²⁴ Therefore, from that theory, the discussion is method that uses to evaluate and test the problem or material. What the material is appropriate whit the opinion of students' understanding.

Discussion is a method of teaching where teacher and students actively partake in the learning process.²⁵ Based on statement explained, discussion is method where the teacher and student do teaching and learning process in the class and both of them take the part in lesson. In the class teacher has the character that influence in learning, in discussion, teacher as the center of learning because she/he gives the topic which has to discuss by their students. Students are a part of teaching and learning process discussion will be not conducted affectively when the students do not contribute in discuss such as give the idea, solve the problem.

²³Ernest W. Brower, *13 Proven Ways to Get Your Message Across*,(United State of America, Corwin Press, Inc: 1997), p. 22.

²⁴*Ibid*, P.22.

²⁵Psychoogydictionary.org/discussion-method/ at 9:49 pm.

Suryosubroto said that discussion method is a way to serve the material where the teacher give the opportunities for the children (student's groups) to applay the scientific conversation to collect the argument, make the conclusion or arrange every fission alternative couosed something problem.²⁶ From the statement above reseacher assumed that discussion method was the way to make students more active in the class and can create the scientific conversation in group.

Whereas, Hamdayama gave the statement that Discussion Method is the activity excahnge an information, argumentation, and the experience elements regularly.²⁷ From that statement researcher assumes that discussion is the activity to increase students knowledge. It shown in the discussion method accured to exchange information activity between one student and other, give the argument about material and exprience. The discussion can be worked truely because the roles in discussion occure regularly, there are teacher as the presenter and students as the subject which do the discussion and it can be sure there will not widely material because tacher always keep the conversation.

Harmer said, "There are many discussion possibilities. The important thing is that students need to Engaged with the topic."²⁸ From that statement understood in the discussion the students have to engage toward topic that discusses. In this

²⁶Suryosubroto, *Proses Belajar Mengajar di Sekolah*,(Jakarta, PT Rineka Cipta: 2009), p.167.

²⁷Jumanta Hamdayama, *Metodologi Pengajaran*,(Jakarta, PT Bumi Aksara: 2016), p. 102.

²⁸Jeremy Harmer, *How to Teach English*, (Malaysia, Wesley longman: 1998), p. 91.

section there are either participants who understand with the duty such as teacher as the presenter or someone who control in conducting the discussion so that do not out from the topic that discuss. Students as the subject that do the discuss, they have to understand the topic. If students did understand the topic the material will be widen to other material.

According to Oxford lexicon, discuss is talk or write something.²⁹ It meant in discuss there were some activities done, such as talking about material that discuss to solve or to find the answer that related with the topic that given and write some statement which discussed. Because in discussion did not only talking the material, writing something about the material. Therefore, can be concluded in discussion existed about talking material and writing the statement that supported the argumentation.

In Al-Qur'an NulKarim explains about discussion in Ali Imran: 159states that

الْأَمْرِ فِى شَاوِرِهِمْ.....^١

.....and consult with them upon the conduct of affairs.

²⁹ Oxford, *Learner's Pocket Dictionary*, (New York: Oxford University Press, 2009), p. 127.

On verse above explained as the humans ordered to discuss in everything. We can see when teacher tough their students of course many knowledge transmit and that problem will be solved when teacher organize the class in discussion setting because had been sured appropriate with verse above they will be gotten a good result.

Djamarah said that Discussion Method is the way to serve the lesson, where the students faced to something problem which can be the expression or question which problematically for clearing and solve together.³⁰ Therefore, from theory above assumed in discussion many material can be served to students, they can be expression, question. The goal of it was to make all student crative and active in the conversation.

Hamdayama devided Discussion Method be some kinds. The kinds of them as follows:

a. Class Discussion

Class discussion or also mentioned group discussion is process to solve the problem which do by all member in the class as the participant of discussion.

b. Small Group Discussion

Small group discussion conduct with devide students in groups. The number of member etlist 3-5 people. Begin from the teacher serves the common problem,

³⁰Syaiful Bahri Djamarah and Aswn Zain, *Strategi Belajar Mengajar*, (Jakarta:Rineka Cipta, 2010). p. 87.

after that the problem divides in sub problem which have to solve by every small group.

c. Symposium

Symposium is teaching method whit discuss something problem shown base on the ability.

d. Panel Discussion

Panel discussion is discussion something problem that do by some panelist who usually exists 4-5 people in front of audiences.³¹

Based on the explanation above, researcher become knowing that actually there were kinds of discussion method. But, the goals of that method were same those were develop the cognitive ability, and develop the affective ability.³² It is the reason to choose the small group discussion method as the method which researched were effective method, it mentioned by George Brown, then Ernest Brower said that small group discussion allows the participants interchange many ideas, it meant from Ernest's theory researcher gave the underline that small group discussion could increase the students' skill, and then based on the Hamdayama's explanation in the kinds of discussion method, at the small group discussion method included all sides, those were the teacher and the students.

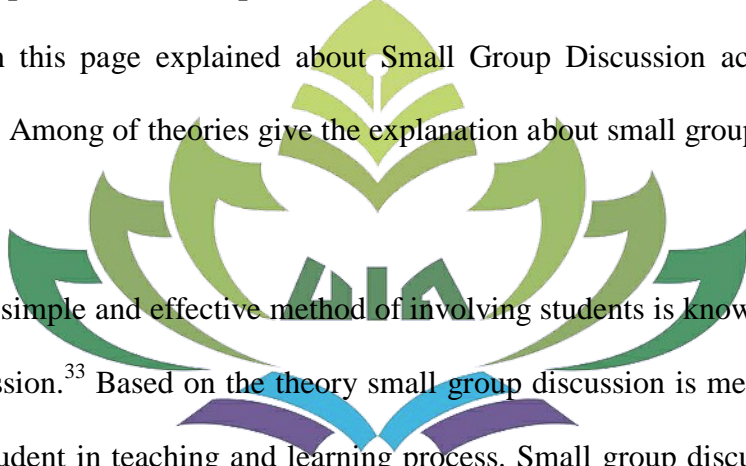
³¹Jumantahamdayama, *Model dan Metode Pembelajaran kreatif dan Berkarakter*, (Bogor: Ghalia Indonesia, 2014), p. 132.

³²Ernest W. Brower, *Op. Cit.* p. 28.

Whereas there was no suitability between theory and field data, the theory mentioned the method was good thing, could increase the skill, but did not appropriate with the field data. From those explanations, researcher interested to looking for the real phenomena in the school. Were the mistakes in teaching, learning speaking by using small group discussion, the problem in teaching and learning speaking by using small group discussion method.

H. Concept of Small Group Discussion Method

In this page explained about Small Group Discussion according to some expert. Among of theories give the explanation about small group discussion such as:



A simple and effective method of involving students is known as small group discussion.³³ Based on the theory small group discussion is method that involve the student in teaching and learning process. Small group discussion mentioned effective, because small group discussion become the students as the center of developing material.

Malay stated that the small group discussion was interactive, friendly, and bridged the gap between the teacher and student. The student's communication skills are also improved. Small group discussion is more effective than the

³³ George Brown, Madeleine Atkins, *Effective Teaching in Higher Education* (London and New York: Methuen & Co, Ltd, 1988), p. 29.

traditional teaching methods.³⁴ Based on that theory, researcher can be given the statement that small group discussion is helping in teaching and learning process. That method able to increase students' ability in communication in front of class, and especially when they achieve the problem students can solve it with their group.

Ernest said, " Small Group Discussion allows presenters to announce topic or idea for group discussion among participants. A Small Group Discussion follows democratic guidelines and allows everyone to contribute many ideas for other to discuss and reflect upon. Discussion allows for an interchange of ideas within the context of a group under the direction of a presenter."³⁵

According to statement above explained that Small Group Discussion needs presenter to guide the discussion. In this time will be the presenter was teacher, teacher can give the topic will discuss. In Small Group Discussion any role or guideline has to follow, the participants can convey their ideas, the paramount importance the ideas still in one context and still under direction of presenter.

Brower said, "Small Group Discussion serve intellectual, emotional and social purpose. Intellectually, discussion helps participants become aware of the diversity of opinions on an issue. This is good because it helps them to think about all the possibilities. The participants must discern the difference between fact and opinion."³⁶On that statement, researcher assumed when small group discussion

³⁴Annamalai N, Manivel R, Palanisamy R., "Smallgroup discussion: Students perspectives, *international Journal* , Vol. 5 (August 2015), p. 18.

³⁵Ernest W. Brower, *13 Proven Ways to Get Your Message Across*, (United State of America: Corwin Press, Inc, 1997), p. 22.

³⁶*Ibid.* p. 23.

conducts, there were many things which served. Those explanation had explained by brower above. All teaching thechnique or teaching method condustted with the goals. It conducted to increase students skill and their ability in learning.

Firstly, intelectual, it will be gotten by student when small group discussion conducted. Students will have the high intelectueal because they do discuss some material or will discuss material development. In the current material, it should have the sub material that influesnce with the main material. Theil intelectual and their knowledge will develop.

Secondly, emotionally related with someone feeling. In the discussion, every group member has the good opinion. Therefore, each one has to receive other opinion which conveyed by other.

Thridly, socially, in the small group discussion demanded someone to contribute their opinion and cooperate with their group. When each other may cooperate social feeling with their group will be built.

Many things had been gotten when small group discussion conducted in teaching and learning process. Those lucks will be gotten when the role of the discussion conducted truly, if there are some role that not exist in it, the good effect will be not faced.

Small Group Discussion conducted to help students play along with their group. Roestiyah assumed that group work is one way to teach, where students in the class views as the group or formed in each group. Each group exist 5 or 7 students, they play along in solve the problem, or do current task, and fight to get the aims.³⁷ It meant in the group formed students asked to do all activities together in their group, it can problem solving, or discuss some topic in the group.

Clistrap and Martin (in Roestiyah) gave the definition about the group work as students' work activity, and usually in small form which organized to interest of group.³⁸ A successful of group work depends of interpersonal in that group. They have to can play along with other member.

Lucy Pollard gave the explanation that discussion involving the opinion is one of way to stimulate the students' speaking ability in discuss. Try to use topics that will generate varying opinions rather than having everybody agrees. Typical examples include life in the city and life in the country, environmental issues, and traditional and alternative medicine. You can also use controversial subjects and topics that are currently in the news.

According to Hamdayama, factors that influenced in group discussion as follows:

³⁷Roestiyah, *Strategi Belajar Mengajar*, (Jakarta: PT Rineka Cipta, 2012), p. 15.

³⁸*Ibid.* p. 15.

1. Openness

Group discussion may not dominate by current student; the entire group member has to give the opportunity which same with other.

2. The perfection of planning

This factor will be given the maximum result when prepared seriously filling the criteria to do small group discussion. The things which prepared as serious as follows:

a. Determine the topic

b. Prepare the main information

3. Prepare themselves as the presenter

Teacher has to prepare his selves as the informant, motivator, someone who given the explanation, give the question to student who motivated, and understand about student's difficult.

4. Determining how much the group

Ideally, the number of group is four people.

5. Arranging the place.

As well as good, in the group discussion all of the member seat face to face.³⁹

Those factors have the aims to easily the process of small group discussion in the class. To make it is being perfect; the teacher has to active in the class

³⁹JumantaHamdayama, *OP. Cit.* pp. 82-83.

because teacher as the main resources or as the one who keep the guide line in the discussion.

1. Teaching Steps In Using Small Group Discussion Method

The purposes of the small group discussion are to contribute and circulate information on a particular topic and analyze and evaluate the information for supported evidence in order to reach an agreement on general conclusion. To do this, several steps must be taken when conducting small group discussion.

a. Introduction

The presenter must prepare before the discussion for it to be successful. The presenter should try to introduce a topic on which all of the participants have some background knowledge so they have basis for discussion. In this steps presenter has to know whether background knowledge of participants have appropriate with the topic which discuss. Background knowledge is influenced for success the discussion. The introduction should have four a parts.

- 1) Instructional objective. An instructional objective should be given to the participants at the beginning of the discussion.
- 2) Purpose. The presenter should explain why the groups will be discussing the chosen topic.
- 3) Relationship. The presenter must explain how this information fits in whit what has already been learned or what will be learned in the feature.

- 4) Advanced organizer. An advanced organizer is some sort of attention-grabber that attracts participants' interest. Many discussion topics fail because participants aren't drawn into the discussion at the beginning.

The presenter may have to help the participants understand how small group discussion works to help them make the most of their time. Participants must understand the difference between a discussion and an unguided expression of opinion without pertinent fact information.

b. Directing the Discussion

The presenter is in charge of directing the discussion to get it started. The presenter should ask the participants if they have the question about the topic at hand. These questions can start the discussion, or the presenter may want to ask few questions from a prepared list to stimulate thought toward the topic. Another way to begin the discussion is to ask the participants to recall and share personal events that have happened in their lives that relate to the topic. This is good way to get everyone involved. Questions are excellent motivators for discussion.

c. Summarizing the Discussion

Sometime participants may be confused or retain a wrong idea is right. The presenter should summarize to make sure the participants understand what has been discussed. For small group discussion discussions seeking consensus, it is important to summarize to make sure all participants are thinking along the same

line. A final summary is essential at the end of the discussion. Conclusion should be recorded on the chalkboard so all can see them. Basically summarization is helpful for clearing up confusion, covering main points, ending a discussion, and conveying consensus.⁴⁰

Scientific writing should have the main theory as the base of research. This chapter is discussing about theories that use to make the field research clearly. The green theory of this research is Ernest W. Brower's book. It book serves about step in using small group discussion from the beginning until finish. It book also has the appropriateness with other book which use in this scientific writing.

In teaching and learning speaking by using small group discussion method steps, researcher added two steps in the first part. Those were make some group and arranging the class, it stated by Hamdayama to make the class conducive in learning. The reason to add the theory was Ernest's explanation directed to process of discussion.

2. The Aim of Small Group Discussion

Every technique or method teaching apply have the aim or goals to make the technique or that method have the high value and can use to increase students' ability. Brower gives the statement about aim of small group discussion, they are as follows:

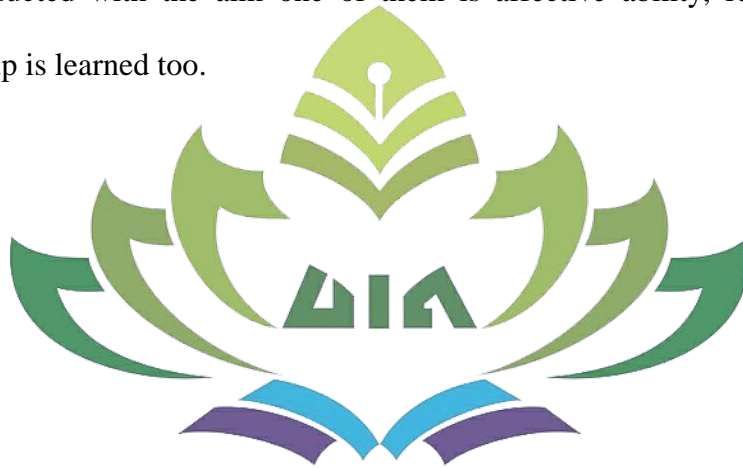
- a. Developing the cognitive ability

⁴⁰ Ernest W. Brower, *OP. Cit.* p. 23- 25.

Cognitive ability will be developed when the students contribute in small group discussion. Their knowledge will be rich, because in small group discussion there are material and information discussed. Therefore, their score will high from that activity.

b. Developing the affective ability.⁴¹

Affective ability is paramount importance for students. Small group discussion conducted with the aim one of them is affective ability, respect with other group is learned too.



⁴¹Ernest W. Brower, *Op. Cit.*p. 28.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

Research was the science series activity to solve the problem. It meant when the research was done there were the problems happened to find the solution. There were kinds of the research such as quantitative research and qualitative research. Qualitative and quantitative research has the differences in conducting, analyzing, taking the sample and all that.

Qualitative was used in this research. This argument was appropriate with Saefuddin Azwar's statement. According to Azwar qualitative was more emphasized to analyze in concluding the deductive, inductive process, and analyze the related of phenomena that attended used logical scientific. The impression was not to exam the hypotheses, but to answer the research question through thinking way formally and argumentative.¹

Qualitative research didn't exam the hypotheses. Qualitative research was conducted to know the responses of the question that was given to teacher and students. Therefore, from the answer was given to students, it could be known that

¹SaifuddinAzwar, *MetodePenelitian*, (Jakarta: PustakaPelajar, 2013), p.5.

something happened in the learning and teaching process, and the mistakes in the teaching learning could be understood.

Qualitative researchers tended to study something in their natural setting.² From the theory, it can be assumed that qualitative research meant to emphasize the natural setting. What the meaning of natural setting, natural setting was one of the qualitative characteristics, where the researcher took the field data without change the schedule of learning, change the class setting, and all of them.

Sugiyono said, “ in the qualitative research, that indication is holistic (comprehensive, inseparable), until the qualitative researcher won't determine the research base on research variable, but all of the social situation researched including the place, actor, activity which interact as synergies. This social situation is the class room, teacher and learner, and the process of teaching and learning activity.³

Sugiyono's statement was appertained to the qualitative research. Because this research had been clear, this research was conducted at the school and took the information through teacher, students and the activity in the class during the teaching and learning process.

This research appertained descriptive qualitative research. This information was known from the process which had been done. This research did not exam the hypotheses or exam the successful result from the numbering. Researcher's statement was supported by the Azwar statement that descriptive research was the

²James Schreiber and Kimberly Asnerself, *Educational Research*,(United States of America: Malloy Lithographers, 2011), p.10.

³Sugiyono,*Metode Penelitian Pendidikan pendekatan kualitatif, dan R & D* (Bandung: CvAlfabeta, 2012), p. 185.

data collected descriptively, so that, it did not to look for the explanation, exam the hypotheses, make the prediction, although learn the implication. Such as the popular descriptive research that is survey research.⁴ The research was focused on the teaching and learning speaking by using small group discussion at the eleventh grade students of MA Ma'arif I Bumi Mulya Kecamatan Pakuan Ratu Kabupaten Way Kanan.

This research conducted to know the process of teaching and learning speaking by using small group discussion in the class, the problem faced from the teacher in teaching speaking by using small group discussion, and the problem faced from the students in learning speaking by using small group discussion. By this way, the researcher could describe the activity that happened in the class during teaching and learning process applied.

B. Population, Subject and Technique Sampling

Population, sample and technique sampling were elements that related. Those were demanded how to get the subject in research. There were differences about definition bout them the definition as follows:

1. Population

Population is the whole subject of the research. According to Sugiono, population is generalization area that consists of objects and subjects that have

⁴SaifuddinAzwar, *Op. Cit.* p.7.

certain quality and character to be learned and conduct.⁵The reason was the small group discussion has been used in all classes. MA Ma'arif one Bumi Mulya has the three classes, each level has one class. Eleventh grade was not became the populaton, it caused just there is one class. Therefore, in this research, the populations were the tenth grades, the eleventh grades, and the twelfth grade.

2. Subject of the Research

Based on the data above, there were 3 classes. They called as the population of the research. Sugiyono stated that sample is part of population.⁶Best on the sugiono statement, the sample was not all of the subject research but just a part of the population. Margueritestates thata sample is a smaller group selected from a larger population.⁷

Appropriate with Sugiyono statement mentioned sample is a part of the population. Therefore, sample is a part of population. The sample was students of eleventh grade of MA Ma'arif I Bumi Mulya Kecamatan Pakuan Ratu Kabupaten Way Kanan.

The eleventh grade was chosen as the sample of this research because to determining of time, the twelfth grade has been not the sample, it caused twelfth grade have to prepare for the national examination, tenth grade assumed still have

⁵Sugiono, *Op. Cit.* p.16.

⁶*Ibit.* p.31.

⁷Marguerite G Lodico, et. al. *Methods In educational Research*, (United Stated of America: Jossey Bass, 2006), p. 143.

less experiences than eleventh grade. Therefore, the eleventh grade was chosen as the sample of the research. The data were obtained from the students of eleventh grade consists of 32 students as the sample. Based on the data of students' average score, the students had low score. Here was the average score of speaking mastery of eleventh grade of MA Ma'arif I Bumi Mulya Pakuan Ratu Way Kanan.

Table 2
Percentage Score of the Eleventh Grade

No	Class	Score	Students	%
1	XI	< 72	17	53.125 %
		≥ 72	15	46.875%
Total			32	100 %

Source: the students' score in MA Ma'arif I Bumi Mulya kecamatan Pakuan Ratu Kabupaten Way kanan in the academic year 2017/2018

3. Sampling Technique

Purposive sampling technique was used in this research. According to Sugiyono, purposive sampling is a sampling technique which has particular consideration.⁸ It meant that purposive sampling as the technique which has particular purpose towards the sample and very limited time and funding. In this research, XI class was chosen because the class has lower score than other class.

⁸*Op. Cit.* p.124

Table 3
The Students' Speaking Score of The First Semester of The Eleventh
Grade of Ma Ma'arif I Bumi Mulya Pakuan Ratu Way Kanan
In The Academic Year of 2017/2018

No	Class	Score	Students	%
1	XI	< 72	17	53.125 %
		≥ 72	15	46.875%
Total			32	100 %

Source: document of MA Ma'arif I Bumi Mulya Kecamatan Pakuan Ratu kabupaten Way Kanan.

From the data of preliminary research above, it can be seen that students have low score achievement in speaking because the criteria of minimum mastery (KKM) in MA Ma'arif I Bumi Mulya Pakuan Ratu Way Kanan was 72.

C. Data Collecting Technique

The aspect of qualitative data collection is to identify the types of data that addresses to research question. In this research, there are some steps that conduct with intention gaining the data from beginning until the end of teaching learning process. Sugiyono says that there are some technique to collect the data in qualitative research those were observation, interview, documentation, and triangulation.⁹From Sugiyono statement it could be assumed that in qualitative research there were more than one technique to collect the data, and there was triangulation technique which engaged or merged three techniques (observation, interview, and questionnaire).

⁹*Ibid.*p. 309.

Fraenkel said, “Qualitative researchers use three main techniques to collect and analyze their data: observing people as they go about their daily activities and recording what they do; conducting in-depth interviews with people about their ideas, their opinions, and their experiences; and analyzing documents or other forms of communication (content analysis).”¹⁰

Cresswell said, “At the site, you will gather detailed information to establish the complexity of the central phenomenon. Researcher can see the varied nature of qualitative forms of data when they were placed into the following categories: observations, interviews and questionnaires, documents, audiovisual materials.”¹¹ From those explanations, actually each expert was agreeing with the technique in collecting the data. Therefore, this research used observation, interview, questionnaire, the steps are as follows:

1. Observation

According to Cresswell, observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.¹² The researcher did not involve directly in the classroom activity. The observation was happened during the teaching learning process. In this case, observation sheet made the video recording and made inferences was used in the observation.

¹⁰Jack. R. Fraenkel & Norman E. Wallen, *how to Design and Evaluate Research in Education*, (New York: MC. Graw-hill Companies, 2006), p. s440.

¹¹John W. Creswell education research: *Planning, conducting, and Evaluating Quantitative and Qualitative research*, 4th ed., (Boston: Pearson Education, 2012), p. 212.

¹²*Ibid.* p. 213

2. Interview

Cresswell stated that interview is conversation between two people (the interviewer and interviewee) where questions will be asked by the interviewer to obtain information from interview. In addition, there are four types of interview, they are: one on one interview, group interviews, phone interviews, and email interviews.¹³ One on one type's interview was used in this research. One on one interview was data collection process in which the researcher asked questions to the teacher and record the answer.

Creswell stated this technique is ideal for interviewing participants who are not hesitant to speak, who are articulate, and who can share ideas comfortably.¹⁴ This technique conducted to get the data from the teacher about teaching and learning process of speaking by using small group discussion. In addition, this interview aimed to make sure about the result of the observation and to get more data related to this research.

3. Questionnaire

Wilkinson stated that the questionnaire is the favouring tool of many of those engaged in research, and it can often provide a cheap and effective way of collecting data in a structured and manageable form.¹⁵ Questionnaire was given

¹³*Ibid*, p. 137

¹⁴*Ibid*, p. 218

¹⁵David Wilkinson and Peter Birmingham, *Using Research Instruments A Guide For Researchers*,(USA and Canada: Tylor And Francis E-Library, 2003), p.7.

to the students in order to know the further opinions and to know that may influence the students learning process and to confirm the answers were given by their teacher. in the questionnaires there were some questions those were close ended and open ended. The advantage of using this type of question is the researcher pre determine close ended responses to support theories and concept in the literature.¹⁶ From collecting data through questionnaire found the students responses toward the teaching and learning process.

The questionnaire was distributed after the process of teaching speaking by using small group discussion. The aims were to find out problems faced by the students in learning speaking by using small group discussion. Furthermore, in this research, close-ended questions were used. A close-ended question is a question format that limits respondents with a list of answer choices from which they must choose between two answer of the question.

A close ended conducted to make easy to get the answer. The aim of a close ended is also to give the opportunities to students are not feeling difficult to answer the question from researcher. They only need choose one choice of two choiches which given the researcher. Therefore, students were not difficult to answer and it would be easier to make the analyzes.

¹⁶*Op. Cit*, P. 220.

D. Research Instrument

Triangulation technique was used to collect the data. It consists of observation, interview, and questionnaire. The description of those instruments is as follows:

1. Observation

Observation manual was used in this research which has been prepared before. Observation manual observe the process of teaching and learning speaking by using small group discussion. The aspects of teaching and learning process are describing as follows:

Table 4
Observation guideline

Subjects	Pointer(s)
Introduction	1. Teacher Introduces the topic to the students
	2. Teacher gives the instructional objective
	3. Teacher explain the purpose of the discussion
	4. Teacher explain the relationship between topic toward the lesson
	5. Teacher explain the topic clearly
Directing the discussion	6. Teachers ask the students, “ any question about topic or not?”
	7. Teacher asks about personal event which relate with the topic
	8. Students ask about topic

	9. Students response what the teacher question about personal event
	10. Students speak about what they discuss
	11. Teacher reviews / evaluates the discussion
	12. Teacher summarizes the lesson
Summarizing the discussion	

Adopted from Ernes W. Brower, 13 Proven Ways to Get Your Message Across,(United State of America, Corwin Press, Inc: 1997)

2. Interview

One to one type's interview was used. This technique had been used to get the data from the teacher about teaching and learning speaking by using small group discussion in the preliminary research. This technique will be used at the field when the researcher conducts the research. In addition, this interview aims to make sure about the result of the observation and to get more data relate to this research. The topics of the interview can be described as follows:

Table 5
Interview guideline

Components of Interview	No. Item	Total Item
The researcher asks teacher about the teacher's problem in teaching speaking	A,b,c,d,e,f	6
The researcher asks teacher about the students' problem in speaking by using small group discussion method.	g,h,i,j,k	5

Penny Ur, *A Course In Language Teaching* (United Kingdom: Cambridge University Press,1996), P. 120.

3. Questionnaire

The questionnaire was distributed to the students, in order to know the further opinions and to know the aspects that influent the students learning process and to confirm the answers were given by their teacher. Using the questionnaire was to get the detail information of students' obstacle in learning speaking by using small group discussion.

Table 6
Questionnaire Guideline

Componens of Questionnaire	Number of item
Benefits and interest in learning speaking by using small group discussion	1,2,3,5
Students' practice in speaking	4
Students' problems in learning speaking by using small group discussion	6,7,9
Students' confidence in learning speaking by using small group discussion	8

Formed based on the Penny Ur, A Course In Language Teaching (United Kingdom: Cambridge University Press,1996), p.120.

E. Research procedure

According to Soy at.al, there are stages to conduct case study research as follows:

1. Determine focus of the research and formulate the question.
2. Determine the case, data collecting technique, and data analysis
3. Prepare tools to collect the data
4. Collecting data in field research
5. Evaluating and analyzing the data
6. Make the report of the research.¹⁷

From those explanations, the research will be conducted as follows:

¹⁷Bambang Ag Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing, Pendekatan Kuantitatif dan Kualitatif*,(Yogyakarta : Graha Ilmu,2006), p.290.

1. Determining the focus of this research that is teaching and learning speaking by using small group discussion.
2. Determining the data collecting technique, (observation, interview, questionnaire)
3. Collecting the data. Doing interview to the teacher to know her or his opinion referring to the material, the activity and the researcher came to the class to make an observation when teaching and learning process conducted, the questionnaire was distributed to the students and analyzing the data.
4. Making the report of the data.

F. Trustworthiness of The Data

In the qualitative research, the research was revealed the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation is employing. According to Setiyadi (in zulaika), triangulation is the combination of two method or more in collecting the data about the attitude of the subject of the research, because the attitude of human is being quite complex, the use of single method in collecting the qualitative data is often considering not enough. There are 6 kinds of triangulation, there are follows:

1. Triangulation of time, it has two forms, there are cross sectional and longitudinal. In cross sectional, data collection carried out in the same time with

the different group but in the longitudinal, data collection carried out from the same group with different time.

2. Triangulation of place. It makes the data collection more accurate, it can be done using different place for similar data.
3. Triangulation of theory. In it, data collection is collected based on different theory of by analyzing the same data with the different theory.
4. Triangulation of method, in triangulation of method the researcher uses different method for collecting similar data.
5. Researcher triangulation. In research triangulation, for collecting the same data, it done by some people.
6. Triangulation of methodology. In this triangulation the data collected from the same learning process with different approach, namely quantitative and qualitative, therefore the researcher collects the both of data from those approaches.¹⁸

In this research, triangulations method was used. Using three data collecting techniques, and they were: observation, interview and questionnaire. The observation focused on the process of teaching and learning speaking by using small group discussion. Interview and questionnaire conducted to get the data which can be used to make sure about the result of observation. By applying this

¹⁸*Ibid.*p.31-32.

triangulation method, the result was expected of this research will be consistent for the data, because the data will be collected more than one data resources.

G. Data Analysis

Data analysis is the paramount importance part in research. The result of the research will be faced when researcher has done the analysis the data. Bongdan states that data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to other.¹⁹ Therefore, data analysis conducted systematically. The aims of the data analysis is to get the information about the phenomena in the teaching and learning process and it will be made researcher easier to know about phenomena in teaching and learning process.

According to Donald, data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted.²⁰ From the theory above, data analysis in qualitative research, the time is immeasurable. Many things have to be analyzed; researcher has to obtain the data from field research, interview, questionnaire and all of them.

¹⁹Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, dan R&D* (Bandung: Cv Alfabeta, 2012), p. 334.

²⁰Donald Ary, et.al, *introduction to Research in Education*, (USA: Wadsworth, 2010), p. 481

Miles and Huberman in Sugiono argued that activity to analysis the data those were: data reduction, data display, and conclusion drawing/verification. The definitions as follows:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data which appear in written up field notes or transcription. Sugiyono said reducing the data means to make summary, choose the main things, focuses on the things that importance.²¹ it could be assumed that in data reduction, the data that necessary to fill up the explanation will be chosen by researcher.

2. Data Display

After data reduction, the next step is displaying the data. In the qualitative research to serve the data can be done in the short written, draft, and all that. Miles and Huberman stated, “The most frequent form of display data for qualitative research data in the past has been narrative text.”²² With display the data, therefore, will be made easy to understand what have been occurred. From the data display, it will be known what the problem in the teaching and learning process.

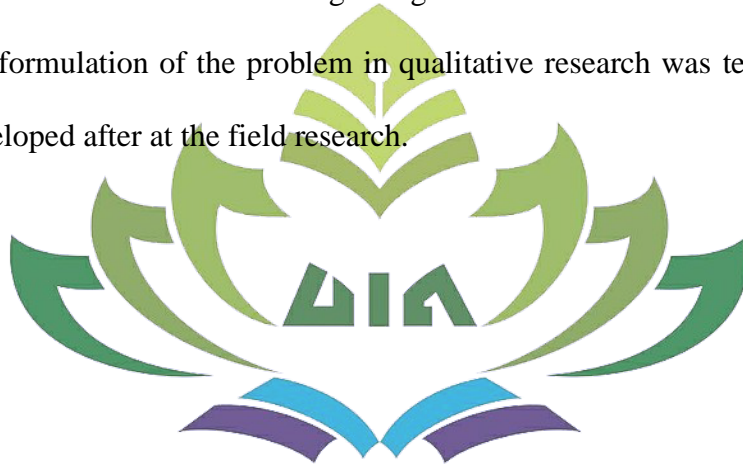
²¹*Op.Cit.* p.338.

²²*Ibid*, p.341.

3. Conclusion Drawing/ Verification

The last step in analysis the data, according to Miles and Huberman is pulled up the conclusion and verification.²³ In the first conclusion shown data still temporary and can be changed when the proof was not appropriate with the field research.

Thereby, conclusion in qualitative research can be answered the formulation of the problem that formed in beginning. But it can't be answered, because, based on the formulation of the problem in qualitative research was temporary and will be developed after at the field research.



²³*Ibid.*p. 345.

CHAPTER IV RESULT AND DISCUSSION

A. Data Analysis

There are three major data analysis: data reduction, data display, and conclusion drawing or verification.¹ The following paragraphs were the explanation about data, which was collected by the researcher.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data which appear in written up field notes or transcription. In this step, selected data would be selected in this research. There were three ways in collecting the data: observation, interview and questionnaire.²

There were results that found in field such as:

a. Observation Data

1) Observation sheet

Table 7
Observation sheet result

Subjects	Pointer(s)	Yes	No	note
Pre-discuss	1. Make some group in the class	✓		Teacher asked the students to make some group by their passion and every group consist of four students.

¹Sugiyono, *Metode Penelitian Pendidikan pendekatan kualitatif, dan R & D* (Bandung: CvAlfabeta, 2012), p. 337.

²*Ibid*, p. 338.

	2. Seat setting	✓		Teacher asked the students to arrange the seat. The shape of the seat was circle in each group.
Introduction	3. Teacher explain the purpose of the discussion		✓	Teacher was not explained the purposes of the discussion. She directed to the next step in learning.
	4. Teacher Introduces the topic to the students	✓		Before the discussion conducted, the teacher introduced the topic which would be discussed. The topic was invitation.
	5. Teacher gives the instructional objective	✓		Teacher talked about the discussion, after they gathered with their group, they had to make some sentences about invitation, accepting the invitation and declining the invitation.
	6. Teacher explain the relationship between topic toward the lesson	✓		After gave the topic, the teacher explained that any relationship between topic and the lesson, either as class activity or in social life.
	7. Teacher explain the topic clearly	✓		Teacher explained the topic clearly to make students understood, such as how to use the sentence in accepting the invitation or declining the invitation.
Directing the discussion	8. Teachers ask the students, “any question about topic or not?”	✓		The teacher gave the question to students. Any question about the topic?
	9. Teacher asks about personal event which relate with the topic		✓	Teacher did not asked students’ experiences in inviting someone

	10. Students ask about topic		✓	No students asked the topic in the lesson, it meant they had understood about the topic or they confused about the lesson.
	11. Students response what the teacher question about personal event		✓	The students did not respond the question; it caused there was no question for them.
	12. Students speak about what that discuss	✓		Student discuss with their group about the topic. They made some sentences about invitation, and try to speak with their group first before practice with other group.
Summarizing the discussion	13. Teacher reviews / evaluates the discussion		✓	The students were given more reviews about the topic.
	14. Teacher summarizes the lesson		✓	The teacher closed the discussion without giving summaries the discussion.

- 2) Students talked in Indonesian language
- 3) Teacher busy to help the students to make the sentences in English
- 4) The class was crowded
- 5) Students used the Bahasa in each group
- 6) Students difficult to make the sentences
- 7) Only the same students active in the group and in front of class.
- 8) Teacher didn't use the lesson planning in teaching
- 9) There were steps lost in the process of teaching and learning process.

b. Interview Data

1) Interview result

- a. **Researcher:** Did you find difficulties if the students do not talk or say anything in the classroom?

Teacher : yes I did, there were difficulties. Firstly, they have to be guided in learning; about the theme would be discussed. I supposed to explain as detail as possible. Therefore, the learning process was needed the long time. Because, the learner that I taught was not so interested in English, so I had to be stake holder.

- b. **Researcher:** How do you handle them?

Teacher : Every meeting, I always try to make them understand by translating every single vocabulary in each the sentences.

- c. **Researcher:** Can you control students' noise in the class when you applied Small Group Discussion method?

Teacher : talking about the noisy in the class, as long as I taught speaking by using small group discussion method, I never found a noisy in out the theme.

- d. **Researcher :** Do you find difficulties if the students just end up chatting in their groups?

Teacher : the difficulties were because they had to speak English, their vocabulary was still low. When they conveyed the argument still mixing language, moreover they often asked "what English of this sentence?" and other difficulties about the students had the ashamed feeling, and to speak with other groups only some student who had the high confidence.

- e. **Researcher :** How to handle the students who had the less confidence?

Teacher : Talking about it, I am still keep working on it until now, I fought to find the way to make them interested, I spoke and translate it, I appointed them to speak, I guided them to speak.

- f. **Researcher:** Did you find other difficulties in teaching Speaking by using Small group discussion?

Teacher: yes I did. The other problems were the media was not completed; we did not have the language laboratory, therefore, I was the one who became the model for them in speaking, in addition just from the national examination CD, we did not have the media that supported to make the English better.

- g. **Researcher :**were your students often inhibit about trying to say things in a foreign language in the classroom?

Teacher :yes, they were. Because the passion of the students to learn was low.

- h. **Researcher :**Do your students have difficulties to express themselves beyond the feeling guilty that they should be speaking?

Teacher : yes of course, because their vocabulary was low.

- i. **Researcher :**was your students' performing low or uneven participation in the classroom?

Teacher :Yes, it was. They want to speak when the teacher appointed them.

- j. **Researcher :**Did your students use Mother-tongue in the classroom?

Teacher : No, they did not. They always use Bahasa in the classroom.

- k. **Researcher :** Any other problems faced by students in learning Speaking by using Small Group Discussion method?

Teacher :I did not know about their other problem yet, so far

c. Questionnaire Data

1) Questionnaire result

Table 8
Questionnaire result

No	Questions	Answer		student	Percentage		Total
		Yes (y)	No (n)		$y \div s$ $\times 100$	$n \div s$ $\times 100$	
1	Are you happy when you learn speaking by using small discussion method?	30	2	32	93,75 %	6,25 %	100%
2	Did small group discussion make the speaking lesson easier?	26	6	32	81,25 %	18,75 %	100%
3	Did small group discussion help you for exercising your speaking skill in English?	30	2	32	93,75 %	6,25 %	100%
4	Was your speaking comprehension growing up through small group discussion?	28	4	32	87,5 %	12,5 %	100%
5	Except in the class, could you exercise your speaking skill by using small group discussion method?	7	25	32	21,88 %	78,13 %	100%
6	Do you find the difficulties in learning speaking by using small group discussion?	30	2	32	93,75 %	6,25 %	100%
7	Are you difficult to arrange the vocabularies?	32	0	32	100%	0%	100%
8	Do you feel shy and	25	7	32	78,13	21,88	100%

	afraid to speak English in front class					%	
--	----------------------------------------	--	--	--	--	---	--

9. What are the difficulties you get in learning speaking by using small group discussion method? Write your answer below!

Table. 9

Students' difficulties in learning speaking

No	Difficulties	Total of answer (TA)	Students' Answer (SA)	$SA \div TA \times 100$
1	Students difficult to speak English	47	22	46.81%
2	Students difficult to find vocabulary in speaking	47	13	27.66%
3	Student felt shy to speak English	47	5	10.64%
4	Students did not understand about English	47	2	4.26%
5	Students afraid to speak in discussion session.	47	2	4.26%
6	Students difficult to learn English	47	1	2.12%
7	Students difficult to discuss the material because some of the classmate did not want to convey their opinion in learning. They assumed that their classmate did not help them in learning.	47	1	2.12%
8	Student could not speak English	47	1	2.12%
Total			47	100%

Table. 10
Result table of data reduction

No	Techniques	Data acceptance	Data rejection
1.	observation	<ol style="list-style-type: none"> 1. Observation sheet (introduction, directing discussion, summarizing). 2. The class was crowded 3. Students used the Bahasa in group 4. Students difficult to make the sentences 5. Only the same one who talked in front the group 6. Teacher didn't use the lesson planing in teaching 7. There were steps lost in the process of teaching and learning process 8. Teacher busy to help the students to make the sentences in English. 	<ol style="list-style-type: none"> 1. Observation sheet (pre-discussion) 2. Students talked in Indonesian language
2.	Interview	<ol style="list-style-type: none"> 1. Question A 2. Question C 3. Question D 4. Question G 5. Question H 6. Question I 	<ol style="list-style-type: none"> 1. Question B 2. Question E 3. Question F 4. Question J 5. Question K
3.	Questionnaire	<ol style="list-style-type: none"> 1. Question number 6 2. Question number 7 3. Question number 8 4. Question number 9 (1, 2, 3, 5, 7). 	<ol style="list-style-type: none"> 1. Question number 1 2. Question number 2 3. Question number 3 4. Question number 4 5. Question number 5 6. Question number 9 (4, 6, 8).

2. DATA DISPLAY

Miles and Huberman stated that the most frequent form of display data for qualitative research in the past has been narrative text. In this part shown about triangulation data to get the process of teaching speaking by using small group discussion, the teacher problem in teaching speaking by using small group discussion and the students' problem in learning speaking by using small group discussion. The processes were followed:

a. The process of teaching speaking by using small group discussion

Based on the observation had been found the result of the process in teaching speaking by using small group discussion. The method conducted unwell, it caused there were steps were not applied (table. 4.1). There was the reason that made the method occurred unwell. The English teacher taught did not use the lesson plan; lesson plan was the guideline of teaching in the class. When the teaching and learning process conducted without lesson planing, it might be success if the teacher remembers about the steps, but if teacher forgot about the steps there were bad impact such as the process of teaching and learning will not conduct as well.

b. The teacher's problem in teaching speaking by using small group discussion

The process of triangulation could show below:

Figure.1 the process to get the conclusion



From the process above found the teacher's problem in teaching speaking by using small group discussion those were:

Firstly the teacher had the problem when the students did not talk. The teacher need long time to ask the students to speak English by answering the students' question about English of each vocabulary or sentences.

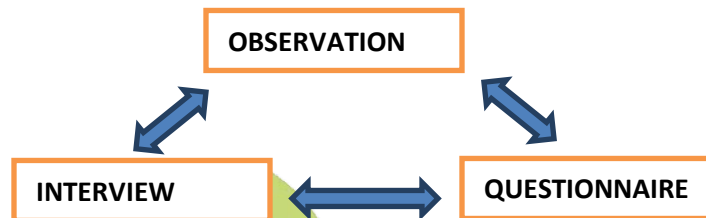
Secondly the class was crowded, when they learned about speaking, students demanded to speak English. There were 32 students who learned in the class whit common problem. They were difficult to find and arrange the vocabularies, the class had been noise caused students asked the teacher about their problem.

Thirdly the students talked in Bahasa when they worked in group. That problem was difficult for the teacher, there were 8 groups in the class, it meant the teacher must be controlled each group to speak English in their own group. It was difficult to students who had low vocabulary.

c. The students' problem in learning speaking by using small group discussion method

The process of triangulation to find the students' problem in learning speaking by using small group discussion as follow:

Figure. 2. The process to get the conclusion



Ur said that the students' problems were Inhibition, nothing to say, low or uneven participation, mother tongue use. Those problems were the base way to form the analysis of students' problem in learning speaking. Based on observation, interview and questionnaire had been found the students' problems as follows:

Firstly inhibition, engaged about inhibition there were problems which appeared in the field, such as the students' vocabulary was low, It made them worry and afraid to speak English.

Table 11
Questionnaire result

No	Questions	Answer		Students (s)	Percentage		Total
		Yes (y)	No (n)		$y \div s \times 100$	$n \div s \times 100$	
8	Do you feel shy and afraid to speak English in front class	25	7	32	78,13 %	21,88 %	100%

Based on the data number eight, there were 78.13% students who answered by yes. Students had been shy and afraid to speak English in front the class. Beside it, there were 21.87% students who answered by no. from that data; researcher concluded that caused small group discussion unsuccessful was the students felt shy and afraid to speak English with other group.

Table 12
Questionnaire result number 9 (3)

No	Difficulties	Total of answer (TA)	Students' Answer (SA)	$SA \div TA \times 100$
3	Student felt shy to speak English	47	5	10.64%

Based on data above felt shy was the problem in learning speaking by using small group discussion. There were five students who said that they were shy to speak. The percentage of this difficulty was 10.64 %.

Table 13
Questionnaire result number 9 (5)

No	Difficulties	Total of answer (TA)	Students' Answer (SA)	$SA \div TA \times 100$
5	Students afraid to speak in discussion session.	47	2	4.26%

Based on data above there were 2 students who said that they feel afraid to speaking English, and then the percentage of this difficulty was 4.26%.

Secondly nothing to say, engaged on the theory there were some problems in the field shown that students difficult to make the sentences, all the difficulty had the correlation among one and each other from students difficult find the vocabulary, it caused difficult to make the sentences.

Table 14
Questionnaire result

No	Questions	Answer		Students (s)	Percentage		Total
		Yes (y)	No (n)		$y \div s \times 100$	$n \div s \times 100$	
7	Do you difficult to arrange the vocabularies?	32	0	32	100%	0%	100%

Related to number seven, there were 100% students or all the students who answered no. therefore, the difficulties in arranging the vocabulary was a big problem influenced the small group discussion unwell.

Table 15
Questionnaire result number 9 (1)

No	Difficulties	Total of answer (TA)	Students' Answer (SA)	$SA \div TA \times 100$
1	Students difficult to speak English	47	22	46.81%

Based on the data above there were 22 answers about students difficult to speak English. The percentage of this difficulty was 46.81%.

Table 16
Questionnaire result number 9 (2)

No	Difficulties	Total of answer (TA)	Students' Answer (SA)	$SA \div TA \times 100$
2	Students difficult to find the vocabulary in speaking	47	13	27.66%

Based on the data above there were 13 answers that students felt difficult to find the vocabulary in learning speaking by using small group discussion. That problem had the 27.66%.

Thirdly low or uneven participation. Engaged the theory there were some problem or difficulties that appeared in field, those are only the same one who talked in front the group and not all the students who want to speak in the discussion session.

Table 17
Questionnaire result number 9 (7)

No	Difficulties	Total of answer (TA)	Students' Answer (SA)	$SA \div TA \times 100$
7	Students difficult to discuss the material because some classmate did not want to convey their opinion in learning. They assumed that their classmate did not help them in learning.	47	1	2.12%

Based on the data above there was 1 answer about that difficulty. That difficulty had 2.12 %.

3. DATA CONCLUSION

Conclusion drawing/verification is the third level in model of qualitative data analysis of Sugiono's theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this case, the discussion and findings were divided into three parts: the process, the teacher's problems, and the students' problems in teaching and learning speaking by using small group discussion method.

Based on the data display above could be concluded of the process in using small group discussion, the teacher's problem in teaching speaking by using small group discussion and the students' problem in learning speaking by using small group discussion, those were followed:

- a. The teacher did not use the lesson planning in teaching speaking by using small group discussion.
- b. Small group discussion conducted unwell, it caused there were steps lost.
- c. Teacher busy to help the students to speak English
- d. Teacher needed long time to ask the students to speak English
- e. The class was crowded
- f. Teacher difficult to control the group, caused the students used Bahasa in discussion on their own group
- g. The students difficult to find the vocabulary

- h. Students felt shy to speak English
- i. Students felt afraid to speak English
- j. Students difficult to make the sentences
- k. Students difficult to speak English
- l. Uneven participation, not all the students speak English.

B. DISCUSSION

In this part, it would be discussed about the finding of the process of teaching and learning speaking by using small group discussion as the first formulation of the research problem. Beside the process of teaching and learning, discussing of the teacher's and the students' problems in teaching and learning speaking by using small group discussion as the second and the third formulation of the problem. This research was produced by the participants of the research; they were the English teacher and the students of XI in the first semester in academic year 2017/2018 that had been observed.

1. Process in Teaching and Learning Speaking by Using Small Group Discussion Method

Teaching and learning speaking by using small group discussion assumed as the method which can be increased the intellectual, emotional and social purposes.³

³Ernest W. Brower, *13 Proven Ways to Get Your Message Across*, (United State of America: Corwin Press, Inc, 1997), p. 23.

It meant in that method, there were the activities influenced the skill of students such as they can reach their knowledge; handle the emotional, and how to express their opinion to other group. But, in this method saw less effect for the student, therefore the researcher expected to see the process of teaching and learning speaking process and the problem in using small group discussion method at the 1st semester of eleventh grade of MA Ma'arif 1 Bumi Mulya Pakuan Ratu Kabupaten Way Kanan.

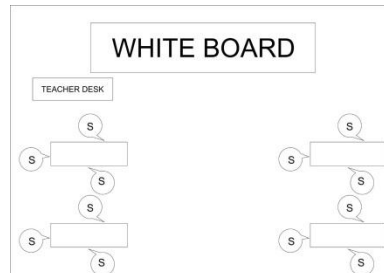
In this research, observing of the teaching and learning speaking by using small group discussion process was done by the teacher in one meeting. Based on the note was taken by the researcher, the teacher started the lesson by greeting *Assalamualaikum warahmatullahi wabarakatuh* to the whole class, which is the teaching of Islam. After that she said the *muqodimah alhamdulillah rabbil 'alamiin wabihinastain wa alaumuriddunyawaddin wa 'alaalihi washahbihi ajma'in ammaba'du, solawat and salam always deliver to our prophet Muhammad SAW. Who waited his help in yaumulqiyamah.* Continued to check their condition by asking *how are you today?*, the students answer *I am fine* the common sentence that said when the student answer the teacher's question, exchange the students asked the teacher condition by asking *how about you?*, teacher answered students' question by saying *I am fine too, Alhamdulillah thanks*, that answer used to make students understood what the meaning of teacher's answer. The teacher had known the name of her students one by one; therefore she checked the attendance list by

saying *who did not come for this lesson?* Heard the question, students said there was no students who absent, spontaneity they answered like that because English lesson was second subject, they had been knowing who their friend that presented in that day.

Doing the observation by following the teacher from the office until arrived in the eleventh class, and saw the process in starting the class. After that the teacher served the title of the lesson, it was seen that the teacher did not use the lesson plan in teaching and learning process. After that the teacher gave the explanation about the topic in the class, beside the teacher explained the material, students paid attention to the teacher. After the teacher finished the explanation, she asked to students *do you understand?*, students just answered *yes* while laugh, students assumed English was difficult lesson, students gave the simple answer caused their vocabularies and fluency in speaking were low, therefore they gave that answer to appreciate their teacher because had talked in English.

Explanation had finished, after that the teacher gave instruction to the students to make eight groups, therefore there were four students in each group. After that, teacher ordered to set students' seat, the shape of the seat as follow:

Figure.3 shape of class



The shape of the class was same as figure above. The teacher gave the instruction to make groups without giving the understanding what would students do. Teacher used the small group discussion method without used the lesson planning, it was wrong act. There would any steps missed when the teacher taught without the lesson planning. After group had been formed, should the teacher give the understanding about purposes of the discussion, but teacher did not do it. After that teacher directed served the topic and gave them what to do.

In discussion time, teacher should give the question to student about their understanding about the topic; the teacher did not ask to students about their understanding, therefore there was no respond from the students. That step did inappropriate with the Ernest's ways in conducting the small group discussion method. There were some steps which did not do in small group discussion, teacher should correlate between real event and the topic to make easier in learning and give the explanation to student who actually they ever did which

appropriate with the topic, but that step was skip (see appendix four). The effect of skip some step made the students did not give the responses.

While discuss, the teacher difficult to handle the class. It caused many of the students did not understand and difficult to say in English, therefore many students who asked *Miss what English of this sentence?*, and the teacher gave the answer of their question, it always happened in class. The students' motivation was low enough. It made the teacher work harder to handle the class; the teacher had to appoint one by one student who was no say anything. Therefore while the discussion teacher could not sit on her own seat, it did to control each group, and her students must be active in class.

At the last discussions, teacher re explain the material to make students understood about the material that students did. But, the teacher did not give the summaries about the discussion result (appendix four). Therefore, students felt just like learned to speak English, but there was no conclusion of the discussion.

2. The Teacher's Problems in Teaching and Learning Speaking By Using Small group Discussion method.

After conducted the research, it was found that the teacher's problem in teaching speaking by using small group discussion method at the eleventh grade of MA Ma'arif 1 Bumi Mulya Kecamatan Pakuan Ratu Kabupaten Way Kanan. Based on the observation, and interview report (appendix five), it could be

concluded that some teacher's problems in teaching speaking by using small group discussion method. The problem that was found, the teacher had some problem to understand the steps in conducting the small group discussion method. It made the purposes of the discussion was not as goals of the small group discussion method.

Next problem was teacher did not use the lesson planning in teaching and learning process by using small group discussion method, teacher needs long time to make her students understand about the meaning that conveyed, and the teacher had to be the hard worker to ask the students speak English.

In teaching and learning speaking process would be better when teacher and students active in speaking. Based on interview result students had less confidence in speak English, based on this case, the teacher had difficulty to know the way to make students had the brave feeling to speak English.

Engage about weakness of students, it might be solved when the teacher knew and understood the real reason why the students did not active in speaking. Next teacher's problem was teacher did not know the real students' reason that made them could not speak actively.

3. The Students' Problem in Learning Speaking By Using Small Group Discussion Method.

Employing observation, interview and questionnaire were to know the students' problems in learning speaking by using small group discussion method. After conducted the research, it was found that the problems of students in learning speaking by using small group discussion method at MA Ma'arif 1 Bumi Mulya Kecamatan Pakuan Ratu Kabupaten Way Kanan.

Based on the research, it had been found that students had the problems such as students difficult to find the vocabulary. That problem gave the influence for speaking activity. Based on students difficult to find the vocabulary, and then appeared other problem, those were students difficult to arrange the sentences and difficult to speak English.

Other inhibition for student to speak English. Students felt shy and afraid to speak English in front of the other groups, feel shy and afraid gave the influence, such as occurred uneven participation in the discussion. Not all students who had the high motivation to learn English.



CHAPTER V

CONCLUSSION AND SUGGESTION

A. CONCLUSSION

Based on the data analysis, it could be concluded that:

1. The process of teaching and learning speaking by using small group discussion method had been conducted. Small group discussion method was good method that used to teach speaking, but in teaching and learning process at the first semester of MA Ma'arif 1 Bumi Mulya Kecamatan Pakuan Ratu Kabupaten Way kanan there were some steps missed. Those factors made small group discussion method was not optimal.
2. The teacher's problem in teaching speaking by using small group discussion method were the teacher did not use the lesson planning, teacher need long time to manage the class, the teacher difficult to ask the students speak English.
3. The students' problem in learning speaking by using small group discussion method were students difficult to find the vocabulary, students difficult to arrange the vocabulary, students felt shy and afraid to speak English, students difficult to speak English and low participation.

B. SUGGESTION

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For the teacher

In conducting the small group discussion method to teach speaking, the teacher should:

- a. Make a lesson planning to teach speaking by using small group discussion.
- b. The teacher should manage the time in conducting the discussion, because the small group discussion needs long time.
- c. The small group discussion method was variety of discussion method. It was good method to be applied in MA Ma'arif 1 Bumi Mulya Kecamatan Pakuan Ratu Kabupaten Way Kanan if all of the steps applied.

2. For the students

In learning speaking by using small group discussion, students should:

- a. prepare themselves in learning speaking by using small group discussion
- b. Be brave themselves to speak in front of the other group.
- c. Enrich their vocabulary, when they difficult to speak English.
- d. Be active to ask the teacher how to make the sentences, when the students felt difficult to arrange the vocabulary.

3. For the further researcher

The next researcher can conduct a study about teaching speaking with other method that make students conducive and effective in learning speaking to increase their speaking skill.



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Psychoogydictionary.org/discussion-method/ at 9:49 pm

APPENDICES



Appendix 1

preliminary research interview

Interviewer : Hendra Wahyudi

Teacher :Lailatul izza, S.Pd.I

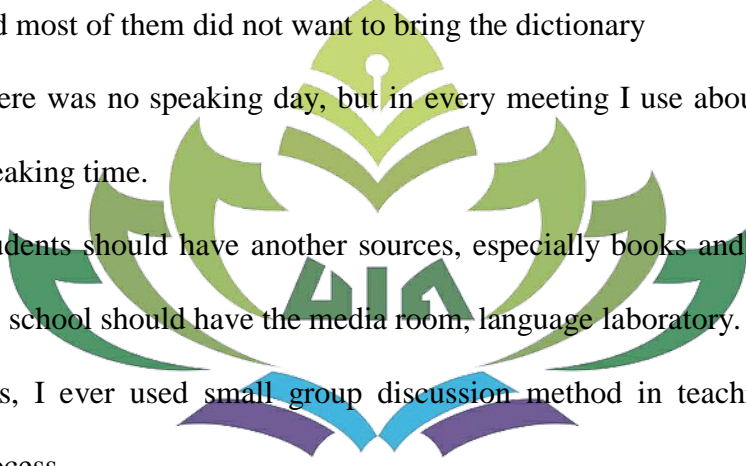
Location : MA Ma'arif I Bumi Mulya

Questions.

1. How long have you taught English?
2. How many class that you taught?
3. Do your students interest with English?
4. There were the good feedbacks which your students gave?
5. As the teacher, did you find the weakness in teaching and learning process?
6. While in teaching and learning process, were they active in learning?
7. According to you. What things that made them did not active?
8. Was there the speaking day in the school?
9. According to you, what the thing can be made increase the students' speaking skill?
10. Were there the technique, method, or strategies that used in learning speaking?

Answer!

1. I have taught for five years
2. All of the class

3. No, they don't yet. Just a part in English lesson that interested
 4. I felt the good feedback, when my student ever joined in speaking contest
 5. Teacher was the one of students' source. They did not have English book and some of them did not have a dictionary.
 6. They did not active, especially when I explain in English, because they did not understand what I say or when I asked them to speak in English.
 7. They did not understand what the teacher said, their vocabularies was poor and most of them did not want to bring the dictionary
 8. There was no speaking day, but in every meeting I use about 30 minutes for speaking time.
 9. Students should have another sources, especially books and dictionary, from the school should have the media room, language laboratory.
 10. Yes, I ever used small group discussion method in teaching and learning process.
- 

Appendix 2

Observation Report

Observation sheet result

Subjects	Pointer(s)	Yes	No	note
Pre-discuss	1. Make some group in the class	✓		Teacher asked the students to make some group by their passion and every group consist of four students.
	2. Seat setting	✓		Teacher asked the students to arrange the seat. The shape of the seat was circle in each group.
Introduction	3. Teacher explain the purpose of the discussion		✓	Teacher was not explained the purposes of the discussion. She directed to the next step in learning.
	4. Teacher Introduces the topic to the students	✓		Before the discussion conducted, the teacher introduced the topic which would be discussed. The topic was invitation.
	5. Teacher gives the instructional objective	✓		Teacher talked about the discussion, after they gathered with their group, they had to make some sentences about invitation, accepting the invitation and declining the invitation.
	6. Teacher explain the relationship between topic toward the lesson	✓		After gave the topic, the teacher explained that any relationship between topic and the lesson, either as class activity or in social life.
	7. Teacher explain the topic clearly	✓		Teacher explained the topic clearly to make students understood, such as how to use the sentence in

				accepting the invitation or declining the invitation.
Directing the discussion	8. Teachers ask the students, “any question about topic or not?”	✓		The teacher gave the question to students. Any question about the topic?
	9. Teacher asks about personal event which relate with the topic		✓	Teacher did not asked students’ experiences in inviting someone
	10. Students ask about topic		✓	No students asked the topic in the lesson, it meant they had understood about the topic or they confused about the lesson.
	11. Students response what the teacher question about personal event		✓	The students did not respond the question; it caused there was no question for them.
	12. Students speak about what that discuss	✓		Student discuss with their group about the topic. They made some sentences about invitation, and try to speak with their group first before practice with other group.
Summarizing the discussion	13. Teacher reviews / evaluates the discussion	✓		The students were given more reviews about the topic.
	14. Teacher summarizes the lesson		✓	The teacher closed the discussion without giving summaries the discussion.

Appendix 3

Interview result.

- a. **Researcher:** Did you find difficulties if the students do not talk or say anything in the classroom?

Teacher : yes I did, there were difficulties. Firstly, they have to be guided in learning; about the theme would be discussed. I supposed to explain as detail as possible. Therefore, the learning process was needed the long time. Because, the learner that I taught was not so interested in English, so I had to be stake holder.

- b. **Researcher:** How do you handle them?

Teacher : Every meeting, I always try to make them understand by translating every single vocabulary in each the sentences.

- c. **Researcher:** Can you control students' noise in the class when you applied Small Group Discussion method?

Teacher : Talking about the noisy in the class, as long as I taught speaking by using small group discussion method, I never found a noisy in out the theme.

- d. **Researcher :** Do you find difficulties if the students just end up chatting in their groups?

Teacher : The difficulties were because they had to speak English, their vocabulary was still low. When they conveyed the argument still mixing language, moreover they often asked "what English of this sentence?" and other difficulties about the students had the ashamed feeling, and to speak with other groups only some student who had the high confidence.

- e. **Researcher :** How to handle the students who had the less confidence?

Teacher : Talking about it, I am still keep working on it until now, I fought to find the way to make them interested, I spoke and translate it, I appointed them to speak, I guided them to speak.

- f. Researcher:** Did you find other difficulties in teaching Speaking by using Small group discussion?

Teacher: yes I did. The other problems were the media was not completed; we did not have the language laboratory, therefore, I was the one who became the model for them in speaking, in addition just from the national examination CD, we did not have the media that supported to make the English better.

- g. Researcher :** were your students often inhibit about trying to say things in a foreign language in the classroom?

Teacher : yes, they were. Because the passion of the students to learn was low.

- h. Researcher:** Do your students have difficulties to express themselves beyond the feeling guilty that they should be speaking?

Teacher : yes of course, because their vocabulary was low.

- i. Researcher :** was your students' performing low or uneven participation in the classroom?

Teacher : Yes, it was. They want to speak when the teacher appointed them.

- j. Researcher :** Did your students use Mother-tongue in the classroom?

Teacher : No, they did not. They always use Bahasa in the classroom.

- k. Researcher :** Any other problems faced by students in learning Speaking by using Small Group Discussion method?

Teacher : I did not know about their other problem yet, so far



Appendix 4. the syllabus

Silabus pembelajaran

Sekolah : MA Ma'arif I Bumi Mulya pakuan Ratu Way Kanan
 Kelas : X1
 Mata pelajaran : Bahasa Inggris
 Smester : 1

Standar kompetensi	Kompetensi dasar	Materi pokok/ pembelajaran	Kegiatan pembelajaran	Indicator	Penilaian	Alokasi waktu	Sumber belajar
Berbicara 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan	3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara	o Mengusulkan, memohon mis. A: I'd like to suggest B: It sounds like a good suggestion	Mendiskusikan tindak tutur yang digunakan dalam percakapan yang didengar secara berpasangan.	Menggunakan tindak tutur mengusulkan Menggunakan tindak tutur memohon Menggunakan tindak tutur mengeluh	Tugas Performans	(10 x 45) 1 x 45	www.englishdaily626.com
		o Mengeluh mis. A: This is crazy! B: Join the club.	Mendiskusikan respon yang diberikan terhadap tindak tutur	Menggunakan tindak tutur membahas kemungkinan atau kemampuan untuk melakukan sesuatu Menggunakan		2 x 45	www. Esllab
						2 x 45	
						3 x 45	

sehari-hari	akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengusulkan, memohon, mengeluh, membahas kemungkinan atau kemampuan untuk melakukan sesuatu, dan memerintah	o Membahas kemungkinan atau kemampuan untuk melakukan sesuatu mis. A: Would it be possible for you to...? B: Yeah, sure. o Memerintah mis. A: You must ... B: As you wish, Sir.	yang didengar · Bermain peran secara berkelompok	tindak tutur memerintah			
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Standar kompetensi	Kompetensi dasar	Materi pokok/ pembelajaran	Kegiatan pembelajaran	Indicator	Penilaian	Alokasi waktu	Sumber belajar
Berbicara 3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari	3.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengakui kesalahan,	Mengungkapkan keingintahuan, hasrat mis. A: I wonder if ... B: Why not? o Menyatakan berbagai sikap mis. A: I like it. B: Do you?	· Bermain peran secara berkelompok · Secara berpasangan melakukan tourist hunting dan merekam percakapan mereka terutama dalam penggunaan tindak tutur mengungkapkan keingintahuan dan hasrat serta menyatakan berbagai	· Menggunakan tindak tutur mengakui kesalahan · Menggunakan tindak tutur berjanji · Menggunakan tindak tutur menyalahkan/menuduh · Menggunakan tindak tutur mengungkapkan keingintahuan dan hasrat · Menggunakan tindak tutur menyatakan berbagai sikap	Tugas Performans	3 x 45 2 x 45	www.englishdaily626.com www.Esllab

	berjanji, menyalahkan, menuduh, mengungkapkan keingintahuan dan hasrat, dan menyatakan berbagai sikap						
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Standar kompetensi	Kompetensi dasar	Materi pokok/ pembelajaran	Kegiatan pembelajaran	Indicator	Penilaian	Alokasi waktu	Sumber belajar
Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, explanation, dan discussion dalam konteks kehidupan sehari-hari	Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	Teks fungsional pendek lisan	Memberikan sebuah pengumuman lisan secara bergantian	Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek	Tugas Performans	1 x 45	www. Esllab. com
Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, explanation, dan discussion dalam	Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks	<ul style="list-style-type: none"> · Teks lisan berbentuk narrative · Teks lisan berbentuk explanation · Teks lisan berbentuk discussion 	<ul style="list-style-type: none"> · Secara berkelompok menyampaikan penjelasan tentang proses terjadinya sesuatu · Secara berkelompok melakukan 	<ul style="list-style-type: none"> · Menggunakan kalimat simple present dalam menyampaikan penjelasan tentang proses · Melakukan monolog berbentuk narrative · Melakukan 	Tugas Performans	2 x 45 4 x 45	

konteks kehidupan sehari-hari	kehidupan sehari-hari dalam teks berbentuk: narrative, explanation, dan discussion		debat	monolog berbentuk discussion · Menggunakan kalimat argumen · Melakukan debat			
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Appendix 5

Questionnaire result

Questionnaire result

No	Questions	Answer		student	Percentage		Total
		Yes (y)	No (n)		$y \div s \times 100$	$n \div s \times 100$	
1	Are you happy when speaking lesson taught using small discussion method?	30	2	32	93,75 %	6,25 %	100%
2	Did small group discussion make the speaking lesson easier?	26	6	32	81,25 %	18,75 %	100%
3	Did small group discussion help you for exercising your speaking skill in English?	30	2	32	93,75 %	6,25 %	100%
4	Through small group discussion, was your speaking comprehending grow up?	28	4	32	87,5 %	12,5 %	100%
5	Except in the class, could you exercise your speaking skill by using small group discussion method?	7	25	32	21,88 %	78,13 %	100%
6	Do you find the difficulties in learning speaking by using small group discussion?	30	2	32	93,75 %	6,25 %	100%
7	Do you difficult to arrange the vocabularies?	32	0	32	100%	0%	100%
8	Do you feel shy and afraid to speak English in front class	25	7	32	78,13 %	21,88 %	100%

9. What the difficulties that gotten in learning speaking by using small group discussion method? Write your answer below!

No	Difficulties	Total of answer (TA)	Students' Answer (SA)	$SA \div TA \times 100$
1	Students difficult to speak English	47	22	46.81%
2	Students difficult to find the vocabulary in speaking	47	13	27.66%
3	Student felt shy to speak English	47	5	10.64%
4	Students did not understand about	47	2	4.26%

	English			
5	Students afraid to speak in discussion session.	47	2	4.26%
6	Students difficult to learn English	47	1	2.12%
7	Students difficult to discuss the material because some classmate did not want to convey their opinion in learning. They assumed that their classmate did not help them in learning.	47	1	2.12%
8	Student could not speak English	47	1	2.12%
Total			47	100%



Appendix 6. daftar nilai

DAFTAR NILAI MURNI
UJIAN SEMESTER GENAP TP. 2016/2017
MA MA'ARIF I BUMI MULYA

Mata pelajaran : Bahasa Inggris
KKM : 72
Kelas : XI

No	nama	Nilai		keterangan
		praktek	Tulis	
1	abdul aziz	72	72	Tuntas
2	ahmad farizal	72	74	Tuntas
3	ahmad kriswanto	60	55	Remidi
4	aldi krisdianto	76	80	Tuntas
5	aldi saputra	72	72	Tuntas
6	andes fradesa	73	75	Tuntas
7	ainatun solekhah	73	75	Tuntas
8	arif arfan	72	72	Tuntas
9	desi saharatus sadihah	75	78	Tuntas
10	erik himawan	50	60	Remidi
11	esti rahmawati	80	84	Tuntas
12	faishol fathurahman	78	80	Tuntas
13	fatkhul mu'awanah	73	86	Tuntas
14	heni fitriatilah	50	55	Remidi
15	ikah yuliani	72	78	tuntas
16	intin solehah	72	76	tuntas
17	iswan maulan	50	55	Remidi
18	luki nur indah sari	50	55	Remidi
19	muhammad nuryanto	50	50	Remidi
20	nur rohim adi putra	50	55	Remidi
21	nur wahyuni	55	60	Remidi
22	nurwanti	80	84	Tuntas
23	putrid khoirun nikmah	78	82	Tuntas
24	ratna fidia ningsih	78	80	Tuntas
25	ridlo giyofani ap	76	76	Tuntas
26	setia budi	73	78	Tuntas
27	siti khotijah	80	80	Tuntas
28	suryani wahyuningsih	78	80	Tuntas
29	tri setiawati	60	70	Remidi
30	tri tuti handa yani	72	78	tuntas
31	wahyu setiawan	72	72	Tuntas
32	Yunani	76	80	tuntas

DAFTAR NILAI MURNI
 UJIAN SEMESTER GENAP TP. 2016/2017
 MA MA'ARIF I BUMI MULYA

Mata pelajaran : Bahasa Inggris
KKM : 72
Kelas : XI

No	nama	nilai		keterangan
		praktek	Tulis	
1	Abd. A	72	72	Tuntas
2	A.F	72	74	Tuntas
3	A.K	60	55	Remidi
4	A.KR	76	80	Tuntas
5	A.S	72	72	Tuntas
6	A.F	73	75	Tuntas
7	A.SOL	73	75	Tuntas
8	A.A	72	72	Tuntas
9	D.SS	75	78	Tuntas
10	E. H	50	60	Remidi
11	E.R	80	84	Tuntas
12	F.F	78	80	Tuntas
13	F.M	73	86	Tuntas
14	H.F	50	55	Remidi
15	I.Y	72	78	tuntas
16	I.S	72	76	tuntas
17	I.M	50	55	Remidi
18	L.NIS	50	55	Remidi
19	M.N	50	50	Remidi
20	N.RAP	50	55	Remidi
21	N.W	55	60	Remidi
22	N.WAN	80	84	Tuntas
23	P.KH.N	78	82	Tuntas
24	RAT.FN	78	80	Tuntas
25	RI.GA	76	76	Tuntas
26	S.B	73	78	Tuntas
27	S.KH	80	80	Tuntas
28	S.WAH	78	80	Tuntas
29	T.SET	60	70	Remidi
30	T.TUT	72	78	tuntas
31	W.SET	72	72	Tuntas
32	YUN	76	80	tuntas

Appendix 7

Documentation of process in teaching and learning speaking by using small group discussion method at the first semester of MA Ma'arif I Bumi Mulya Kecamatan Pakuan Ratu Kabupaten Way Kanan.



The guiding process while teaching and learning speaking by using small group discussion method.



The guiding process while teaching and learning speaking by using small group discussion method.

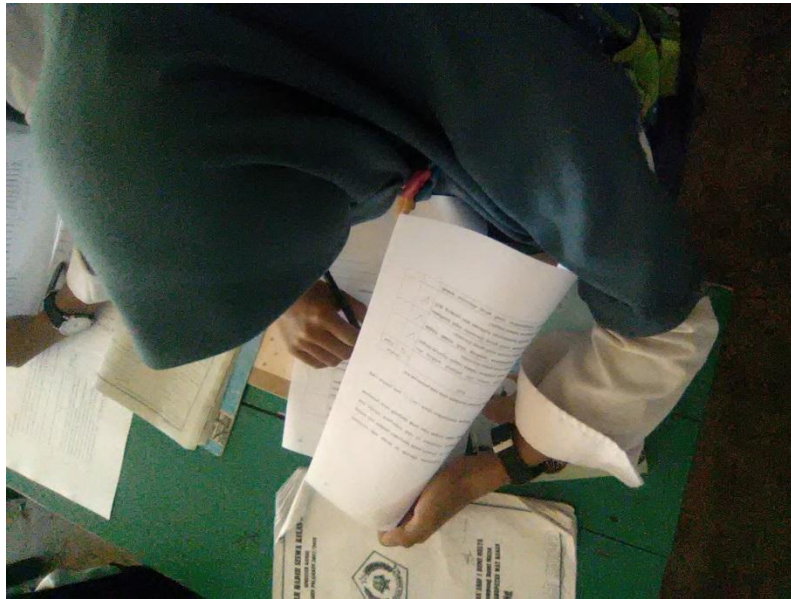


While small group discussion method conducted



While small group discussion method conducted

The process of answer the questionnaire.



Appendix 8.

Teacher utterance in small group discussion method

1. Discuss with your friend
2. Make the invitation with your friend.

